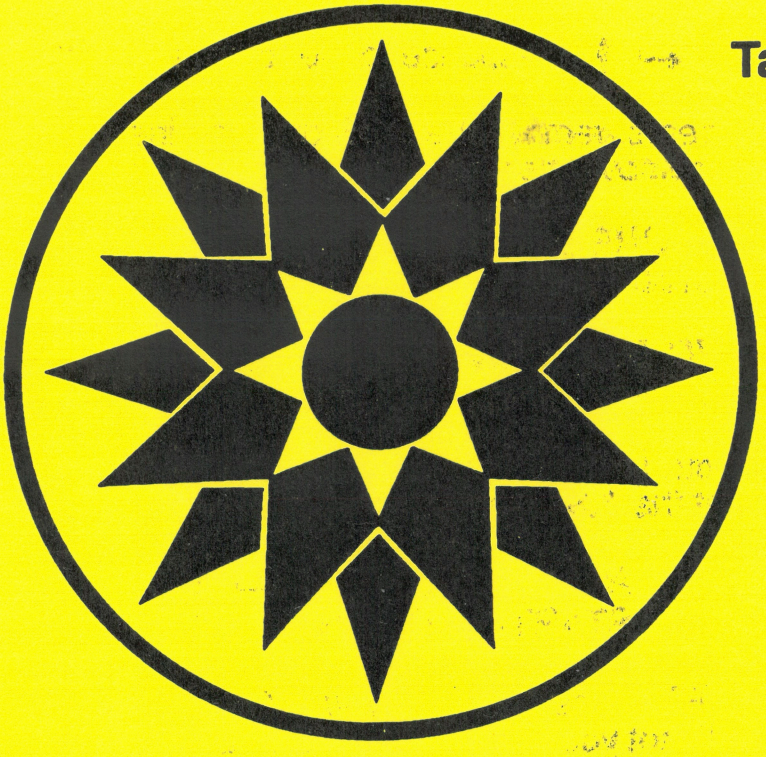
Teacher's Guide

Muppetville™:
Identifying and Classifying Shapes, Colors, & Numbers

Apple
IBM PC
IBM PS/2
Tandy 1000



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Muppetville™

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Muppetville

INTRODUCTION

What is the role of computers in the kindergarten classroom? According to Myra Junyk, in her article "Computers in Kindergarten" (Computers in Education, January 1986),

> "Computers provide a useful instructional tool to help children explore letter and number concepts and learn about their environments...and since computers seem to be such a positive influence, it is important to use them with younger children who are very open to new learning experiences."

Most kindergarten classrooms emphasize play as a way of learning social and emotional skills necessary for children to become independent learners. The computer can act as a tool to accomplish this goal.

Designed especially for use with the Muppet Learning Keys™, *Muppetville* contains six activities designed to help children practice:

- discriminating shapes and musical tones;
- sorting and classifying by shape, size, and color;
- determining likenesses and differences among objects;
- developing one-to-one correspondence;
- learning to count;
- adding of single-digit numbers; and
- developing a sense of the surrounding environment.

This program is planned for use in preschools, kindergarten or first grade, but may be used effectively at home or in special education settings.

On the next page, you'll find the **Muppet Kindergarten Curriculum Correlation**, which lists kindergarten teaching objectives in listening, speaking, reading, music, art, mathematics, science, social studies, and problem solving. Listed with the objectives are the lessons and activities found in Sunburst's *Discovery*, *Muppet Word Book*, and *Muppetville*.

Muppetville is designed for the 64K Apple II and 256K IBM computers. *Muppetville* can be used with the Muppet Learning Keys, Touch Window (Apple only), or the regular keyboard. The package includes one disk, a backup, and a teacher's guide with reproducible worksheets. If you need assistance in operating your computer, check the sections of this guide entitled "Working with Your Computer" and "What Happens If...?" You can also call Sunburst Communications toll-free at (800) 628-8897.

Muppet™ Kindergarten Curriculum Correlation

LANGUAGE ARTS/FINE ARTS:	Muppets on Stage	Muppet Word Book	Muppetville
Listening			
1. Focus attention on speaker without interrupting.	*Numbers* Lesson 3B	Additional Activity 2	*Statler & Waldorf* Lesson 4B
2. Respond to storytelling by drawing or painting.	*Discovery* Lesson 1B	Additional Activities 1, 2	
3. Listen to sounds of rhythm and rhyme.			*Animal's House* Lesson 1D
Reading:			
1. Discriminate each letter of the alphabet.	*Discovery* Lessons 1A, 1C, 1D *Letters* Lesson 2A	1. *Parking Lot* 2. *Elevator* Lessons 1A, 1C	
2. Discriminate: •letters from non-letters, •letters from numbers, •upper-case from lower-case.		1. *Parking Lot* Lessons 1A, 1B, 1C, 1D Lessons 1B, 1D Lesson 1C	
3. Match lower-case to upper-case.	*Letters* Lesson 2C	2. *Elevator* Lessons 2A, 2B, 2C, 2D	
4. Understand the direction of conventional print.		6. *Muppet Words*	
5. Discover initial consonant sounds.	*Letters* Lessons 2C, 2D	3. *Pigs in Space*	*Muppet Movies* Lessons 6A, 6B, 6C
6. Match initial letter with beginning sound.	*Letters* Lesson 2C	1. *Parking Lot* Lesson 1D Lessons 3A, 3C	
7. Match picture with beginning sound.	*Discovery* Lesson 1B *Letters* Lessons 2C, 2D	2. *Elevator* Lessons 2A, 2C, 2D Lessons 3C, 3D	*Muppet Movies* Lessons 6A, 6B, 6C
8. Appreciate repetition, rhyme, and rhythm.		3. *Pigs in Space* Lesson 3D 4. *Circus* Lesson 4B	*Animal's House* Lesson 1D
9. Acquire reading vocabulary.	*Discovery* Lesson 1B	3. *Pigs in Space* Lessons 3B, 3C Lesson 6D 4. *Circus* 5. *Muppet Labs*	*Muppet Movies* Lessons 6B, 6C
10. Match initial consonant with an ending.		4. *Circus* Lessons 4B, 4C, 4D	
11. Match endings with initial consonant.		5. *Muppet Labs* Lessons 5B, 5C, 5D	
12. Introduce rhyming words.		3. *Pigs in Space* Lesson 3D	
13. Identify basic parts of a book.		6. *Muppet Words* Lessons 6B, 6C, 6D	
14. Recognize convention in writing, spaces between words, word order, marks on the page.		6. *Muppet Words*	
15. Demonstrate a regard for reading as a pleasure activity.	*Discovery* Lesson 1B	Additional Activity 2	
16. Write your name.		6. *Muppet Words* Lesson 6C	
17. Introduce word processing.		6. *Muppet Words*	
18. Encourage creative expression through storytelling/role-playing.	*Discovery* Lesson 1B	Lessons 1A–5A Additional Activity 2	*Muppet Factory* Lesson 3A *Animal's House* Lesson 1D

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LANGUAGE ARTS/FINE ARTS (cont.):	Muppets on Stage	Muppet Word Book	Muppetville
Music: Listen to/perform action song.			*Animal's House* Lessons 1A,1B,1C,1D *Statler & Waldorf* Lesson 4B
Speaking: Describe a picture by telling who, what, and where.		1. *Parking Lot* Lesson 1A	
Art: Recognize colors.	*Discovery* Lesson 1C		*Statler & Waldorf* Lessons 4A, 4B *The Zoo* Lesson 5A
MATHEMATICS:			
1. Understanding number concepts.	*Discovery* Lesson 1C *Numbers* Lessons 3A, 3B		*Sam's School* Lessons 2A,2B,2C, 2D *Muppet Factory* Lessons 3B, 3C
2. One to one correspondence.	*Letters* Lesson 2A *Numbers* Lesson 3B		*Sam's School* Lessons 2B, 2C, 2D *Muppet Factory* Lesson 3D
3. Be able to count 1–20.	*Numbers* Lessons 3A, 3C, 3D		*Sam's School* Lessons 2A, 2B *Muppet Factory* Lessons 3B, 3C
4. Identifying patterns.	*Numbers* Lesson 3D		*Animal's House* Lesson 1D
5. Classifying objects by a common attribute.			*Statler & Waldorf* Lesson 4D *The Zoo* Lessons 5B, 5C
6. Learn the basic shapes.			*Statler & Waldorf* Lesson 4A *The Zoo* Lessons 5A, 5B
7. Classification data.		1. *Parking Lot* Lesson 1A	*Statler & Waldorf* Lesson 4D
8. Sort objects by shape and color.			*Statler & Waldorf* Lesson 4D *The Zoo* Lesson 5A
9. Idenify a like group of objects as a set.		1. *Parking Lot* Lesson 1A	*The Zoo* Lessons 5A, 5B, 5D *Muppet Movies* Lesson 6D
10. To be able to add single-digit numbers.			*Muppet Factory* Lessons 3B, 3C, 3D
11. Discriminate between shapes.			*Statler & Waldorf* Lessons 4A, 4C, 4D *Muppet Movies* Lesson 6D

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Muppet™ Kindergarten Curriculum Correlation

	Muppets on Stage	Muppet Word Book	Muppetville
SCIENCE:			
1. To be able to compare shape/sound/size/color.			*Animal's House* Lessons 1B, 1C, 1D *Statler & Waldorf* Lesson 4D *The Zoo* Lessons 5A, 5C *Muppet Movies* Lesson 6A
2. Observe the environment.			Muppet Movies Lesson 6A
3. Classify objects by similarities/differences.			*Statler & Waldorf* Lesson 4D
4. To identify zoo animals.			*Gonzo's Zoo* Lesson 5D
SOCIAL STUDIES:			
1. Identify people and their occupations.		Lessons 1A, 2A, 4A, 5A Additional Activity 1	
2. Identify self by name.		6. *Muppet Words*	
3. To do an activity cooperatively in a group.	All "C" Lessons Additional Activity 1, 2	All "C" & "D" Lessons	All "C" Lessons
4. To learn about our town.			Additional Activity 1
5. To learn safety rules for bicycles.			Additional Activity 2
6. To learn directions.			Additional Activity 2
7. To learn about a country.			Additional Activity 3
8. To learn about the theater.	Additional Activity 1, 2		
PROBLEM SOLVING:			
1. To determine the rule to sort by.		1. *Parking Lot* Lesson 1A Lesson 4A	*Statler & Waldorf* Lesson 4D
2. Recognize that there may be more than one correct answer.		4. *Circus* Lessons 4B, 4C, 4D 5. *Muppet Labs* Lessons 5B, 5C, 5D	
3. To increase memory skills.	*Discovery* Lesson 1D *Letters* Lesson 2A *Numbers* Lesson 3D	2. *Elevator* Lesson 2D	*Animal's House* Lesson 1C *Sam's School* Lessons 2B, 2C
4. To determine the attributres of an object.		1. *Parking Lot* Lesson 2B	*Statler & Waldorf* Lessons 4C, 4D *The Zoo* Lessons 5B, 5D
5. To learn how to sequence events.	*Discovery* Lesson 1D *Letters* Lessons 2B, 2D		
6. To plan ahead and develop strategies.	*Discovery* Lesson 1C		

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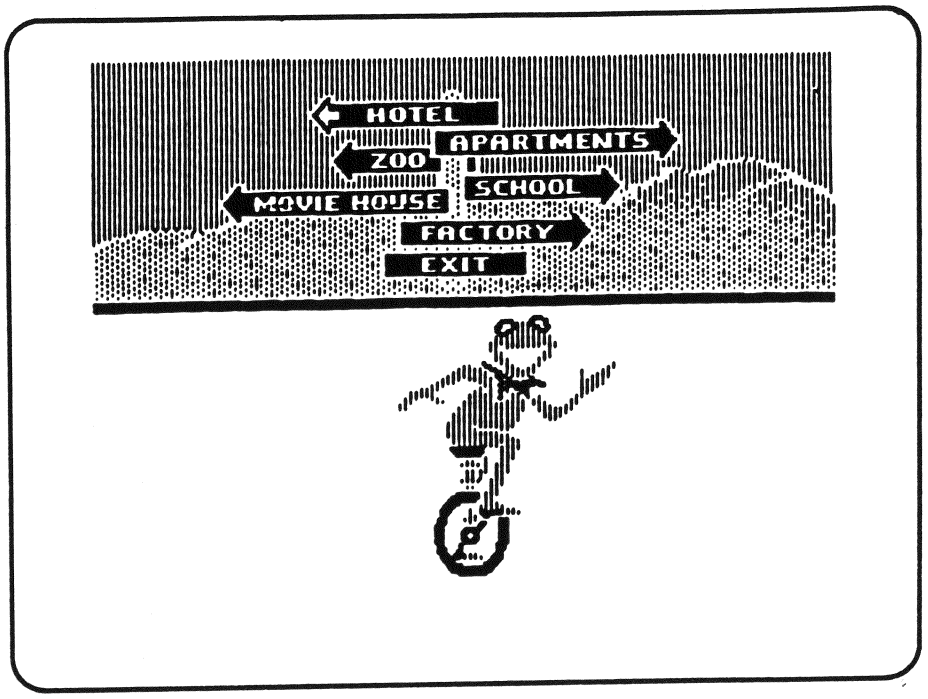


***Muppetville*: Six Activities**

Muppetville contains six different activities for the children to choose from. Six buildings are arranged along the main street of *Muppetville*. Kermit rides his unicycle through the town. He can stop at any one of the buildings and do that activity.

Animal's Apartment House – Students learn to match songs, random notes, or note patterns in a concentration-type game.

Sam the Eagle's School – Students open and close windows in Sam's school to match each numeral with a die of corresponding value.

Muppet Factory – Students help Beaker solve simple addition problems that Bunsen creates. Two levels of difficulty are available.

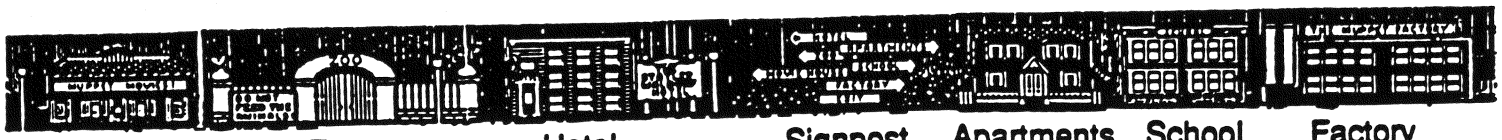
The Statler Waldorf Hotel – A concentration-type game in which students match objects by shape alone or by shape and color.

Gonzo's Zoo – Students help Gonzo identify which shape beast is different from the other three (with varying levels of difficulty).

Muppet Movies – A discovery-type activity in which students press any letter on the keyboard and a corresponding picture from the "Shape Alphabet" (page 26) appears on Miss Piggy's movie screen.

Using *Muppetville* is especially easy for children who use the Muppet Learning Keys. To respond in the activities, children press the letter keys, number keys, or the picture keys (arrows, GO, HELP, ERASER, ZAP). The Touch Window (Apple only) and regular keyboard also work—with several differences that are pointed out where appropriate in this guide.

The Town of Muppetville



Riding Through the Town

After the Sunburst logo, Kermit appears on a unicycle in the middle of *Muppetville.* A signpost listing the places to visit in the town is behind him. Children choose an activity by moving Kermit left or right to a desired building in the town.

- On the Muppet Learning Keys, they press the left or right arrow key to move Kermit to the next building in the town. When they are in front of the building, they press GO to start that activity.

- On the Touch Window, they press a finger to the left and right arrow keys at the bottom of the screen to move Kermit to the next building in the town. When they are in front of the desired building, they simply touch it. The activity starts when they lift their finger.

- On the regular keyboard, they press the left or right arrow key to move Kermit to the next building in the town. Then they press RETURN or ENTER to start that activity.

Going Directly to a Building

Children can go straight to a building without riding through the town.

- On the Muppet Learning Keys, they press the up and down arrow keys to move from one building to another on the signpost. Then they press GO to start that activity.

- On the Touch Window, they touch the up and down arrow keys on the bottom of the screen until the arrow is in the correct place on the signpost. Then they touch the signpost to go to that activity.

- On the regular keyboard, they press the up and down arrow keys until the arrow is in the correct place on the signpost. Then they press RETURN or ENTER to start that activity.

Leaving an Activity in the Town

At any time, children can stop playing in an activity in the town and return to Kermit on his unicycle to visit a different place in *Muppetville*. If they had originally entered the activity from the signpost, they will be returned to the signpost; if they had entered from the front of a building, they will be returned to the front.

- On the Muppet Learning Keys, they press the ZAP key.
- On the Touch Window, they press the ZAP on the bottom of the screen.
- On the regular keyboard, they hold down the Control key and press the E key (Control-E).

Getting Back to the Middle of the Town

At any time, children can get back to the middle of *Muppetville* quickly to either go to another activity or to exit the program.

- On the Muppet Learning Keys, they press the ZAP key when Kermit is on his unicycle to move back to the signpost.
- On the Touch Window, they press the ZAP at the bottom of the screen.
- On the regular keyboard, they hold down the Control key and press the E key (Control-E) when Kermit is on his unicycle.

Leaving the Town

Children can end the program by moving to the EXIT sign on the signpost. They'll be asked if they want to use another diskette. If they don't, instructions for turning off the computer and monitor appear on the screen.

- On the Muppet Learning Keys, they press the up and down arrow keys to move to EXIT on the signpost. They press GO to exit *Muppetville*.
- On the Touch Window, they touch the up and down arrow keys on the bottom of the screen until the signpost is highlighting EXIT. Then they touch the signpost.
- On the regular keyboard, they press the up and down arrow keys to move to EXIT on the signpost. They press RETURN or ENTER to exit *Muppetville*.

Help

Children can get Help during the activities:

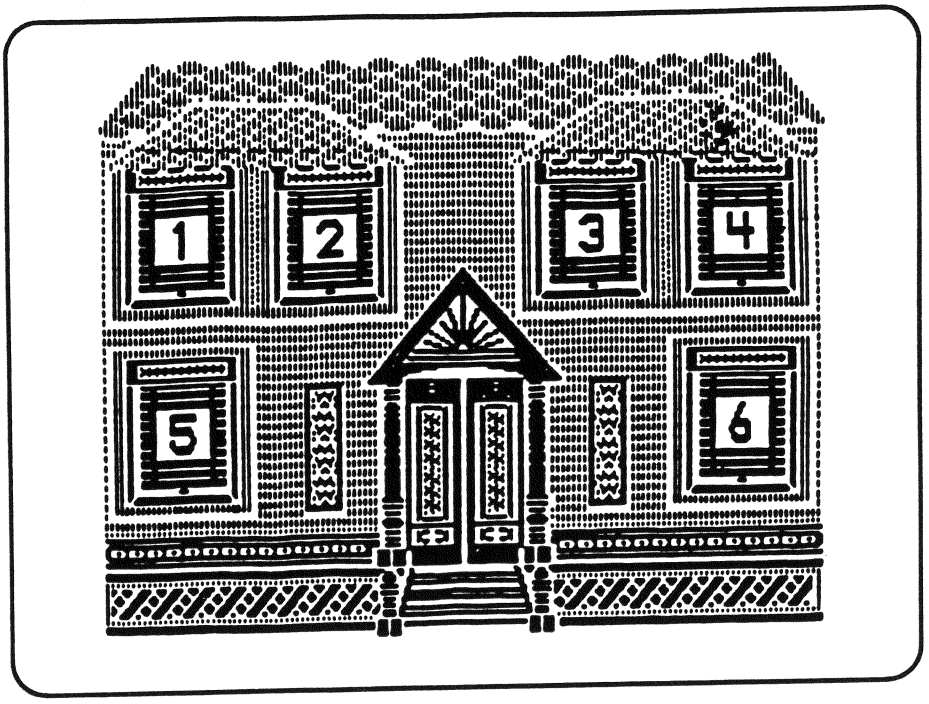
- On the Muppet Learning Keys, they press the HELP picture key.
- On the Touch Window, they touch the HELP box at the bottom of the screen and lift their finger.
- On the Apple keyboard, they hold down the Shift key and press ? (the question mark key).
- On the IBM keyboard, they press the F1 key.

Eraser

Children can skip a challenge that's too hard:

- On the Muppet Learning Keys, they press the ERASER picture key.
- On the Touch Window, they touch the ERASER box at the bottom of the screen and lift their finger.
- On the regular keyboard, they press the ESC (Escape) key.

Animal's Apartment House



Teaching Objectives

- To match songs, random notes, and random patterns
- To recognize windows by number
- To increase memory skills

Correlated Lessons

Precomputer:
- Lesson 1A: Action Songs – Page 29
- Music – Page 31
- Lesson 1B: Matching Tunes – Page 41

At the Computer:
- Lesson 1C: Animal's House Teams – Page 42

Post Computer:
- Lesson 1D: Animal's Band – Page 44

Prerequisite Skill

- None

Animal's Apartment House

Animal's Apartment House is a concentration-type activity in which students match simple songs (*e.g.,* Old MacDonald Had a Farm), random notes, or random patterns. Children learn to distinguish sequences of musical notes by choosing one window and then matching it to another window.

PLAY

When the activity begins, students see a house with six closed windows. Students choose a window. The window opens and musical notes play. They then choose a second window. It opens and another set of musical notes play. Students must find the windows with the same notes or patterns. If the match is correct, the windows stay open; if the match is incorrect, the windows close. When the student has correctly matched all the windows, Animal runs through the house and wildly breaks down the front door to congratulate the student. Then a new game begins.

- On the Muppet Learning Keys, they press the number keys (1–6) to open a window.
- On the Touch Window, they press a finger on the window they want to open. They lift their finger from the screen to make their choice.
- On the regular keyboard, they press the number keys (1–6) to open the window of their choice.

CONTENT

The activity can be set to play familiar children's songs, random notes, or random patterns. You can set this in the CHANGE OPTIONS described on page 25. The activity is initially set to randomly choose from the following familiar children's songs:

1. Old MacDonald Had a Farm
2. Ring Around The Rosy
3. London Bridge
4. Mary Had a Little Lamb
5. The Mulberry Bush
6. I'm a Little Teapot
7. Oh Where, Oh Where, Has My Little Dog Gone?
8. Pop! Goes The Weasel
9. This Old Man
10. Twinkle, Twinkle Little Star

Note: The music in **Animal's House** will still play even if you turn the sound off in the CHANGE OPTIONS.

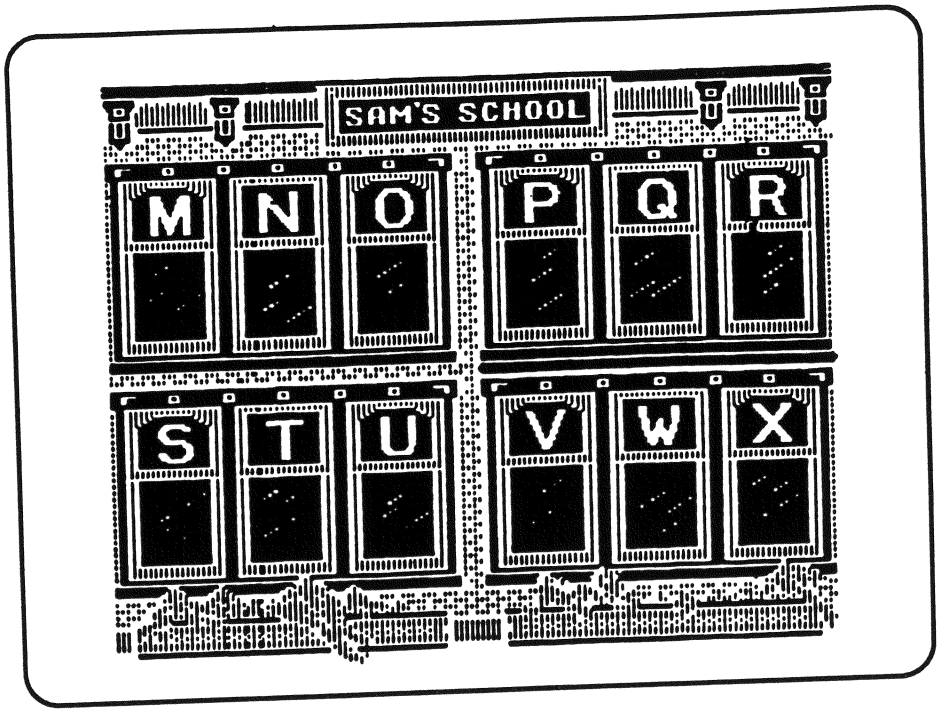
HELP

Help is available to provide children with answers if they have trouble. If the children press HELP, two matching windows will open and play the matching tunes. The windows will then close, allowing the children to select another set of windows. If one window has already been selected, then its matching window will open.

ERASER

The eraser allows the student to get a new set of musical notes. If windows are already open, they will close and be replaced with the new set of notes.

Sam the Eagle's School



Teaching Objectives

- To match a number with a die
- To recognize windows by letter
- To develop a one-to-one correspondence
- To increase memory skills
- To be able to count 1–6

Correlated Lessons

Precomputer:
- Lesson 2A: One, Two, Buckle My Shoe – Page 46
- Lesson 2B: Numeral Squares Concentration – Page 48
- Worksheet: Numeral Squares – Page 50

At the Computer:
- Lesson 2C: Sam the Eagle's Teams – Page 51

Post Computer:
- Lesson 2D: Numerals to Objects Correspondence – Page 53

Prerequisite Skills

- Knowledge of letters
- Introduction to numbers 1–6

Sam the Eagle's School

Sam the Eagle's School is a concentration-type activity in which students match a numeral with a die of corresponding value. Children begin to develop a one-to-one correspondence by comparing their knowledge of number value to a concrete representation.

PLAY

When the activity begins, **Sam the Eagle's School** has twelve closed windows. As each window is opened, either a number or a die appears. Students must match the number with the die. If the match is correct, the windows stay open; if the match is incorrect, the windows close. When the student has correctly matched all the shapes, Sam the Eagle appears in his window, rolls down the American flag and the Star Spangled Banner plays. Then a new game begins.

- On the Muppet Learning Keys, they press the letter keys to open a window.
- On the Touch Window, they press a finger on the window they want to open. They lift their finger from the screen to make their choice.
- On the regular keyboard, they press the letter keys to open the window of their choice.

CONTENT

The activity is set to focus on the six faces of a die and their corresponding numerals.

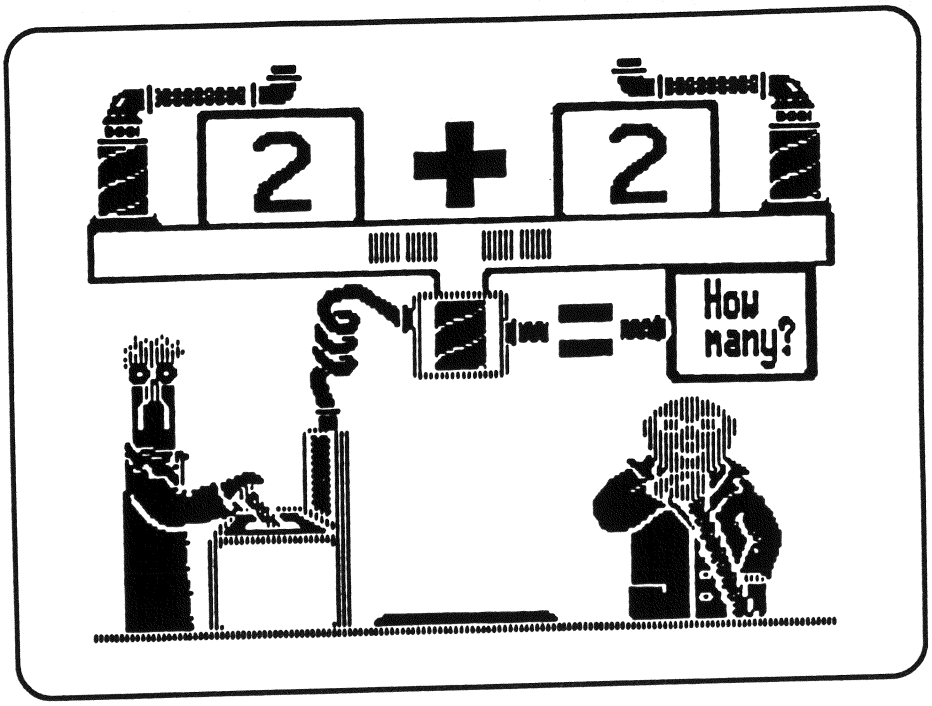
HELP

Help is available to provide children with answers if they have trouble. If the children press HELP, two matching windows will open; one with a numeral and one with the corresponding die. The windows will then close, allowing the children to select another set of windows. If one window has already been selected, then its matching window will open.

ERASER

The eraser allows the student to interrupt a match and start a new match.

Muppet Factory



Teaching Objectives

- To understand number concepts
- To be able to count
- To practice adding sums of single-digit numbers (excluding zero)

Correlated Lessons

Precomputer:

Lesson 3A: The Factory – Page 54
Lesson 3B: Muppet Sums – Page 55

At the Computer:

Lesson 3C: Muppet Factory Teams – Page 56

Post Computer:

Lesson 3D: Number Problem Pictures – Page 57
Worksheet: Fill in the Box – Page 58

Prerequisite Skills

- Introduction to numbers 1–9
- Introduction to addition of single digit numbers

Muppet Factory

The **Muppet Factory** features Bunsen and Beaker as assembly-line operators. Students help Beaker do simple sums that Bunsen creates. Two levels of difficulty are available; students can solve easy sums (2–10) or harder sums (2–18).

PLAY

Play begins by Bunsen moving a lever and releasing from 1-9 cubes on the left-hand side of the screen. He then moves his lever to release another set of cubes on the right-hand side of the screen. The objects and the numeral representing both sets of objects are on the top of the screen. Beaker then asks "How many?" Students must type in the correct amount. If it is correct, all of the cubes fall into a container and Bunsen and Beaker congratulate the student. If the student's answer is too small or too large, Beaker meaps "No" and students must try the problem again.

- On the Muppet Learning Keys, they press the number keys to answer.
- On the regular keyboard, they press the number keys to answer.

If the Touch Window is connected, the student must still press number keys on the keyboard.

CONTENT

The **Muppet Factory** is initially set to work with sums less than or equal to 10. Children will be given problems like 1 + 7, 2 + 4, 8 + 1. The teacher or parent may change the problems through the CHANGE OPTIONS (see page 25) to cover adding all single digit numbers excluding zero. Then, children will get problems like 7 + 8, 1 + 2, 9 + 5 (sums between 2 - 18).

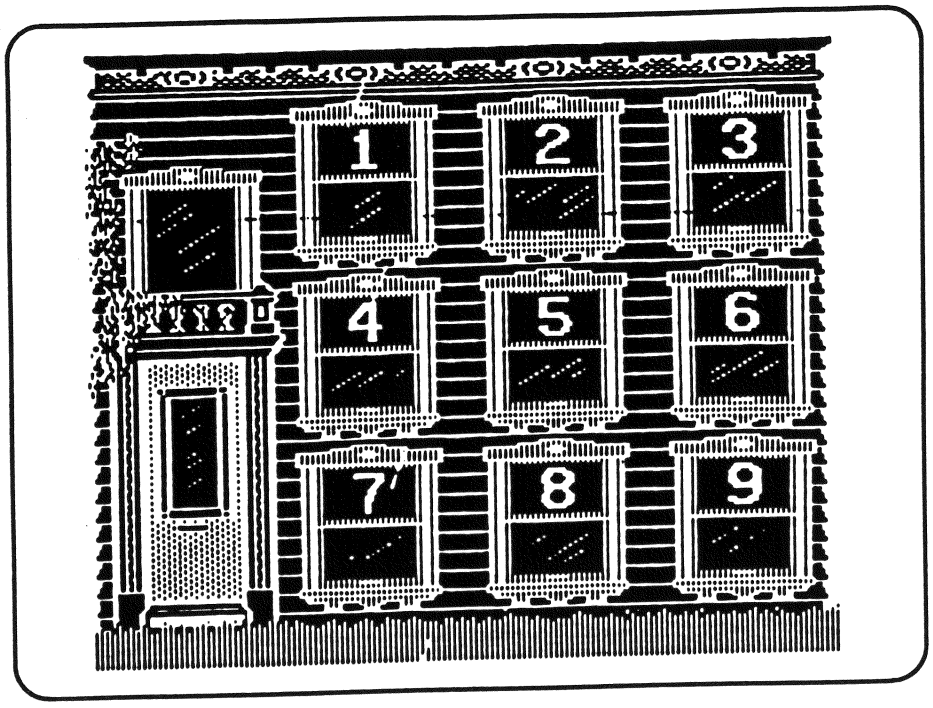
HELP

Help is available to provide children with the answer if they have trouble. If the children press HELP, the answer will be counted out as the cubes are flashed across the top of the screen. Then, the children answer the problem.

ERASER

The eraser allows the student to get a new problem.

The Statler Waldorf Hotel



Teaching Objectives

- To learn the basic shapes and colors
- To recognize windows by number
- To determine the attributes of an object (shape and color)
- To increase memory skills (shape only/shape and color)

Correlated Lessons

Precomputer:
Lesson 4A: Tape a Shape – Page 59
Lesson 4B: "What is Pink?" – Page 60
At the Computer:
Lesson 4C: The Statler Waldorf Hotel Teams – Page 62
Post Computer:
Lesson 4D: Grandma's Buttons – Page 63

Prerequisite Skills

- Knowledge of numbers
- Introduction to basic shapes (*e.g.*, circle, square, rectangle, triangle)
- Introduction to color

The Statler Waldorf Hotel

The Statler Waldorf Hotel is a concentration-type game in which students match shapes (*i.e.*, circles, squares, rectangles, triangles). If selected in the CHANGE OPTIONS, children learn to distinguish shapes, also using the attribute of color as a distinguishing factor.

PLAY

When the program begins, **The Statler Waldorf Hotel** has nine numbered, closed windows; eight have four sets of shapes and behind one hides Statler. Students choose a window. The window opens and a shape is revealed. They then choose a second window. It opens and another shape appears. Students must match objects of the same shape and, if selected, color. If the match is correct, the windows stay open; if the match is incorrect, the windows close. When the student has correctly matched all the shapes, Statler and Waldorf open their windows, look at each other, and wave to the student. Then a new game begins.

- On the Muppet Learning Keys, they press the number keys (1–9) to open a window.
- On the Touch Window, they press a finger on the window they want to open. They lift their finger from the screen to make their choice.
- On the regular keyboard, they press the number keys (1–9) to open the window of their choice.

CONTENT

The program is initially set to give students a set of shapes all of the same color. If teachers wish to change the difficulty of the activity, they enter CHANGE OPTIONS (see page 25). They can then set the challenge to be one involving shape and color.

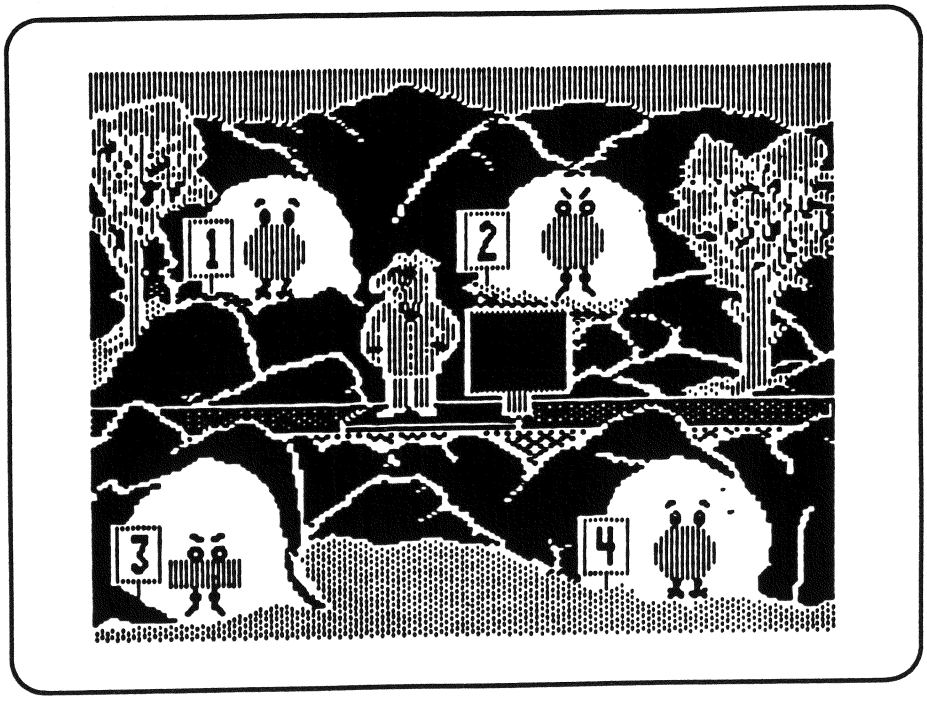
HELP

Help is available to provide children with answers if they have trouble. If the children press HELP, two matching windows will open showing the students an answer. The windows will then close, allowing the students to select another set of windows. If one window has already been selected, then its matching window will open.

ERASER

The eraser allows the student to get a new set of problems. If windows are already open, they will close and be replaced with the new set of problems.

Gonzo's Zoo



Teaching Objectives

- To compare shape and/or color
- To classify objects by a common attribute
- To identify a like group of objects as a set
- To determine the attributes of an object

Correlated Lessons

Precomputer:
- Lesson 5A: Shape Sets – Page 65
- Lesson 5B: "Which One Doesn't Belong?" – Page 67
- Worksheet: Odd Shape Out – Page 68

At the Computer:
- Lesson 5C: Shape Beast Squares – Page 69
- Worksheet: Shape Beasts – Page 71

Post Computer:
- Lesson 5D: "I'm Thinking of an Animal in the Zoo" – Page 72

Prerequisite Skills

- Knowledge of basic shapes
- Introduction to colors

Gonzo's Zoo

Gonzo's Zoo features Gonzo as a zookeeper who acknowledges whether a child has identified the one shape beast out of four that has some feature (*e.g.*, shape, color) that is different from the other three. The CHANGE OPTIONS allow for varying levels of difficulty that enable the teacher to decide how many variables the child should focus on at a time.

PLAY

When the program begins, shape beasts appear in four caves with Gonzo standing on a platform in the middle. Students select the cave with the odd shape beast in it (*e.g.*, three beasts are blue squares and one is an orange square). If the selection is correct, the shape beast disappears, and Gonzo jumps up and down; if it is incorrect, Gonzo shakes his head "no." Students must then try again. After 6 correct answers, all of the shape beasts jump out of their caves and the odd shape beast lands on Gonzo. After Gonzo spins around, a new game begins.

- On the Muppet Learning Keys, they press the number keys (1–4) to choose a cave with the odd shape beast in it.
- On the Touch Window, they press a finger to the cave with the odd shape beast in it. They lift their finger from the screen to make their choice.
- On the regular keyboard, they press the number keys (1–4) to choose a cave with the odd shape beast in it.

CONTENT

The program is initially set to Level One problems. After going sequentially through six problems in a given level, the program will randomly select distinctions from any part of that level. The levels include:

	Level	Shape	Color	Number of Problems	Distinction
Level One	a. 3 beasts	same	same	2	shape or color
	1 beast	other	other		
	b. 3 beasts	same	same	2	color
	1 beast	any	other		
	c. 3 beasts	same	same	2	shape
	1 beast	other	any		
Level Two	a. 3 beasts	any	same	3	color
	1 beast	any	other		
	b. 3 beasts	same	any	3	shape
	1 beast	other	any		

If teachers wish to focus on only Level One or Level Two, they enter CHANGE OPTIONS (see page 25). They can then set the activity to one of the two levels. A third level is also available—it is a random mix of Levels One and Two.

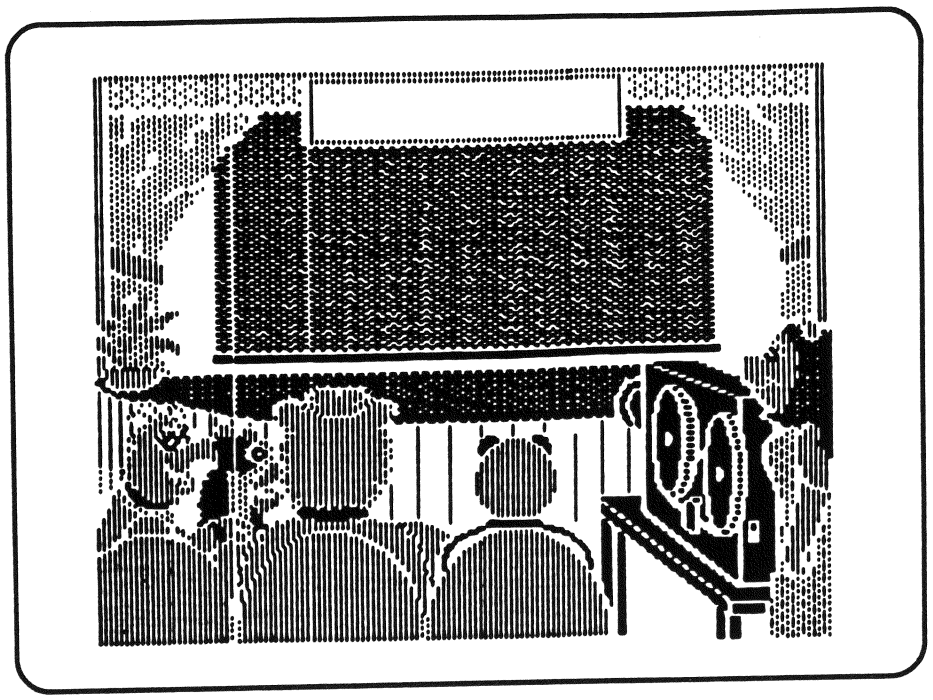
HELP

Help is available to provide children with the answer if they have trouble. If the children press HELP, a sign will appear displaying the shape beast's distinction. The children then try to answer the problem again.

ERASER

The eraser allows the student to get a new problem. The shape beasts they are working with will be replaced with a new set.

Muppet Movies



Teaching Objectives

- To match letters with corresponding picture shapes
- To match a picture with its beginning sound
- To discover that objects are made up of basic shapes (*e.g.*, circles, triangles, squares, and rectangles)
- To acquire a reading vocabulary

Correlated Lessons

Precomputer:
Lesson 6A: Shapes in Nature – Page 74
Lesson 6B: Beginning Sounds – Page 75
At the Computer:
Lesson 6C: Shadow Games – Page 77
Post Computer:
Lesson 6D: Shape Alphabet Worksheet – Page 79

Prerequisite Skill

- Discrimination between upper- and lower-case letters

Muppet Movies

Muppet Movies is a discovery-type activity in which Miss Piggy switches on her projector whenever a letter on the keyboard is pressed. An object beginning with that letter, composed of either a square, circle, triangle, or rectangle, and the word describing that object appear on the screen.

Note: If a key is not pressed within 10 seconds, the projector is turned off.

PLAY

When the program begins, Kermit, Fozzie, Camilla and Gonzo are seated in the movie house. Miss Piggy has a projector that she switches on every time a student presses a letter on the keyboard. If the student presses a "B," the word "balloon" will appear near the top of the stage and a circular balloon will appear in the projection light. All of the objects are drawn to emphasize one of the basic shapes. The following objects and corresponding word will appear:

A=apple	H=hat	O=orange	V=vase
B=balloon	I=ice	P=pie	W=window
C=camera	J=jack-in-the-box	Q=quarter	X=x-ray
D=door	K=kite	R=radio	Y=yo-yo
E=envelope	L=lollipop	S=sailboat	Z=zipper
F=fish	M=mountain	T=television	
G=globe	N=nose	U=umbrella	

- On the Muppet Learning Keys, they press any of the letter keys to make a picture appear.
- On the regular keyboard, they press any of the letter keys on the keyboard to make a picture appear.

If the Touch Window is connected, the student must still press letter keys on the keyboard.

CONTENT

The program focuses on the idea that objects all around us are made up of the basic shapes (*i.e.*, circles, triangles, squares, and rectangles). Each object in the shape alphabet is centered around one of these shapes (see page 24).

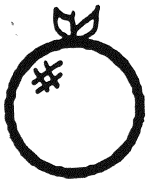
HELP

Help is available to provide children with the answer if they have trouble.

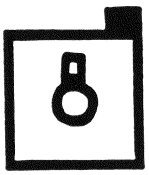
ERASER

The eraser allows the student to clear the projection screen and to choose a new letter.

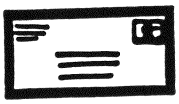
SHAPE ALPHABET

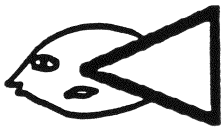

apple

balloon


camera

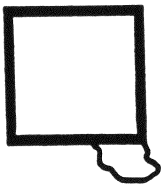
door

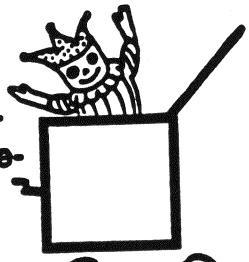

envelope

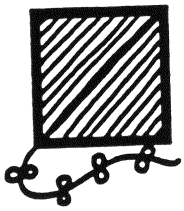

fish

globe

hat

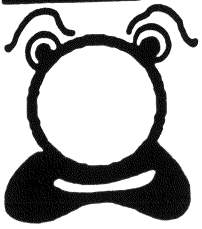

ice

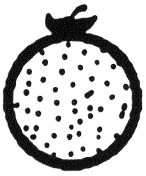

jack-in-the-box


kite

lollipop

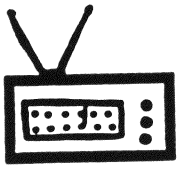
mountain

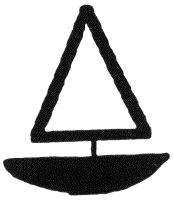

nose


orange

pie

quarter

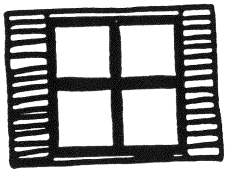

radio

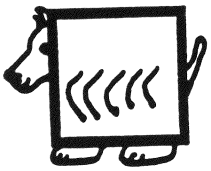

sail

television

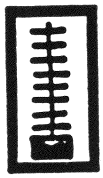
umbrella

vase


window


x-ray

yo-yo


zipper

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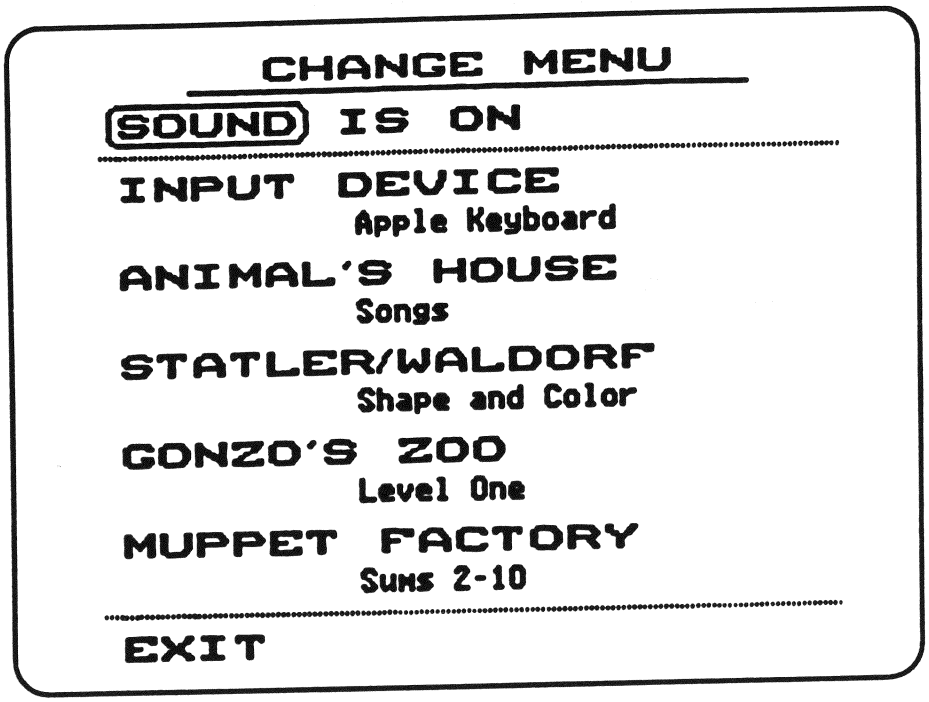
Entering CHANGE OPTIONS

Muppetville provides several special options for teachers or parents. You can enter CHANGE OPTIONS when Kermit is on his unicycle in the town. Using the regular keyboard, hold down the Control key and press the T key (Control-T). The CHANGE OPTIONS menu then appears. Before entering CHANGE OPTIONS, remove the write-protect sticker on the disk.



Sound

Choosing SOUND from the CHANGE OPTIONS menu allows you to control the sound for classroom use. Because *Muppetville* uses sound effects, the original setting for the sound is "on." To change the sound from on to off, press RETURN when Sound is highlighted. (Note: If the sound is turned on, students may also press Control-S from the regular keyboard to turn it off while they're playing the activities.) If you turn off the sound, no sound will be heard, except for the tunes in **Animal's Apartment House.**

Switching Keyboards (Apple only)

Choosing INPUT DEVICE from the CHANGE OPTIONS menu allows you to use different devices to control the program. *Muppetville* originally is set for use with the Muppet Learning Keys. However, the program also works with the Touch Window and regular Apple keyboard. You can change the program to work with any of these devices by

choosing the INPUT DEVICE option and selecting one of the different devices. Press RETURN to confirm your choice and return to the CHANGE OPTIONS menu.

If you choose the Touch Window, you'll also be asked to align the window to your TV or monitor by touching two "•" spots when you return to *Muppetville*.

Game Settings

You may change the focus of play in four of the *Muppetville* programs: **Animal's House**, **The Statler Waldorf Hotel**, **Gonzo's Zoo**, and the **Muppet Factory**. Select an activity to change and press RETURN or ENTER. A list of settings for that activity appears and you can change them to fit the needs of your students. The settings you can change for each activity are described on the following pages.

Animal's House

If you select this option, you can choose to play songs, random notes or random patterns. If you choose Songs, the computer will randomly choose from the following tunes:

1. Old MacDonald Had a Farm
2. Ring Around The Rosy
3. London Bridge
4. Mary Had a Little Lamb
5. The Mulberry Bush
6. I'm a Little Teapot
7. Oh Where, Oh Where Has My Little Dog Gone?
8. Pop! Goes The Weasel
9. This Old Man
10. Twinkle, Twinkle Little Star

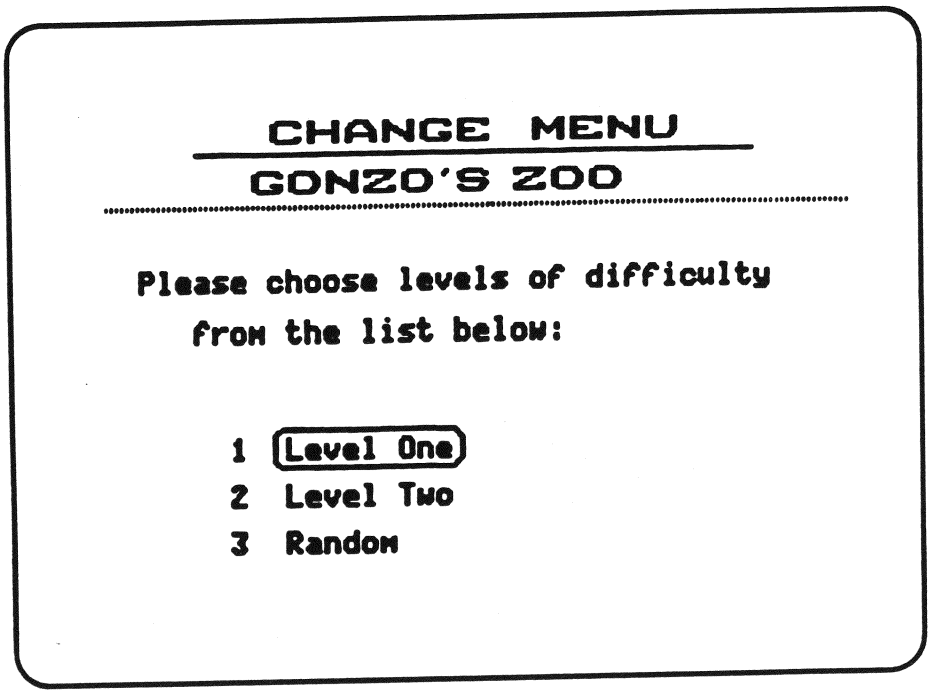
If you choose random notes, the computer will play five Random Notes that the students must match. If you choose Random Patterns, the students match notes by duration, not by tone.

The Statler Waldorf Hotel

If you select this option, you may choose to focus on object shapes or shapes and colors. Initially, **The Statler Waldorf Hotel** is set to focus on shapes. If the color option is selected, a color monitor is required.

Gonzo's Zoo

If you select this option, you may choose from three levels. Level One consists of easy problems, Level Two of hard problems, and a Random mix of Levels One and Two. Initially, **Gonzo's Zoo** is set to Level One.



After you choose a level, you are returned to the CHANGE OPTIONS Menu.

Muppet Factory

If you select this option, you may change the focus of **Muppet Factory** from sums of single-digit numbers less than or equal to 10 to sums of single-digit numbers less than or equal to 18.

To change the focus of **Muppet Factory**, use the arrow keys to highlight the type of sum you want: 2–10 or 2–18. Press RETURN or ENTER to confirm your choice and go back to the CHANGE OPTIONS menu.

Leaving CHANGE OPTIONS

Selecting EXIT from the CHANGE OPTIONS menu saves your changes to the disk. You then return to Kermit on his unicycle. Use the arrow keys to choose EXIT from the menu and press RETURN or ENTER. The town then appears, and children may use *Muppetville*. (Note: Changed settings are saved on the disk and remain in effect until you enter CHANGE OPTIONS again.)

CLASSROOM LESSONS

The 27 classroom lessons that follow are designed for use with *Muppetville* activities. There are four lessons for each of the six activities, including five reproducible worksheets, and three additional activities.

The first two lessons of each set are precomputer activities that introduce the children to the six programs. The third lesson of a set is at the computer and uses the skills learned at the first two activities. The fourth lesson reinforces the skills learned in the computer activity.

Each lesson plan is designed so that any materials involved are either already provided in this manual, or are easy to find in any classroom. The "Variations" listed at the end of each lesson offer another way of doing each lesson or an entirely different lesson that also accomplishes the objectives listed in the original lesson.

Sam the Eagle's School, **Muppet Factory**, **Gonzo's Zoo**, and **Muppet Movies** also include worksheets to help familiarize students with the objectives covered in the lesson: "Numeral Squares" (page 50), "Fill in the Box" (page 58), "Odd Shape Out" (page 68), "Shape Beasts" (page 71), and "Shape Alphabet Worksheet" (page 24).

There are three "Additional Activities." Additional Activity 1, "Our Town," explains the concepts of a town, and real and imaginary things. It focuses on *Muppetville* and can be used as an activity after you go through all of the activities in the program. Additional Activity 2, "Bicycle Safety," focuses on bicycle safety rules and learning directions. It introduces Kermit as a Muppet character as the children play a classroom game. Additional Activity 3, "Why is He Named Sam the Eagle," introduces the idea of symbols and encourages creative design.

Action Songs

Skill

Following musical direction/performing action song(s) with movement

Subject

Music

Objective

- To be able to listen to and perform action songs

Materials Required

Music from the following songs:

"Old MacDonald Had a Farm" (page 31)
"Ring Around the Rosy" (page 32)
"London Bridge" (page 33)
"I'm a Little Teapot" (page 36)
"Pop! Goes the Weasel" (page 38)
"This Old Man" (page 39)

LESSON PLAN:

1. There are six action songs from **Animal's House** (listed above). You can teach the children each of these songs using the music provided. You may use a piano or just sing the songs aloud to teach them to the children.

2. Start with any of the six songs and act them out while you sing them aloud, following the directions included in the music.

3. For example, if you decided to act out "Old MacDonald," start with the first verse "And on his farm he had some chicks" and have all the children bob their heads. The children can also walk around the room scratching the floor with their feet—in a similar manner to chicks scratching the ground for food. Continue through the other verses (*i.e.*, duck, cow, turkey, pig, and donkey). Follow through the movements for the other animals listed below.

4. For a song like "Ring Around the Rosy," you can just gather the children into one large circle or several smaller circles and sing the song, first walking around, then tiptoeing, then skipping, etc.

5. You can continue in this manner, acting out each of the songs and using the movements and suggestions listed in the music.

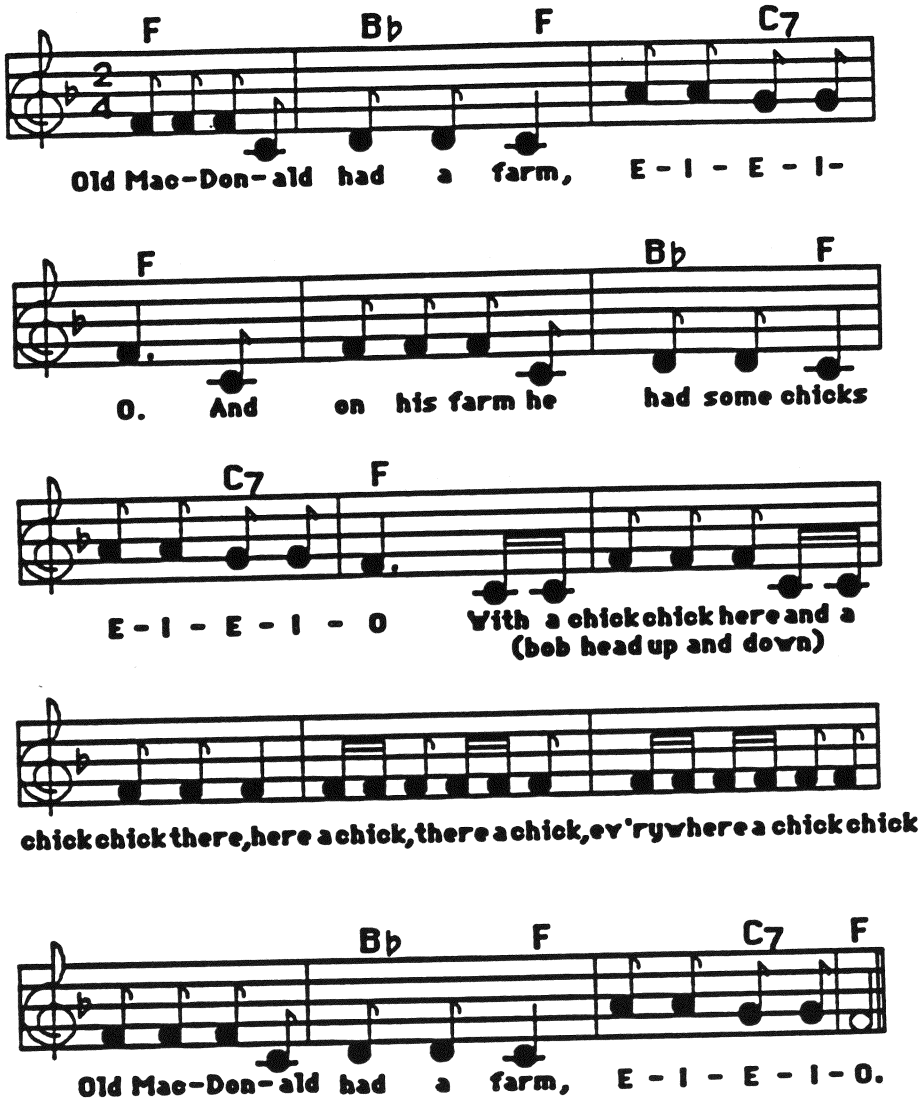
Note: All of the songs in **Animal's House** are included in the guide (pp. 31–40).

Variations

1. To familiarize the children with the music, play musical chairs singing aloud each song.

2. Once the children have learned the songs, play "Name that Tune." Hum or sing the first verse of the song and ask children to raise their hands to guess what song it is.

OLD MACDONALD HAD A FARM


F Bb F C7
Old Mac-Don-ald had a farm, E - I - E - I -
F Bb F
O. And on his farm he had some chicks
C7 F
E - I - E - I - O With a chick chick here and a
(bob head up and down)
chick chick there, here a chick, there a chick, ev'ry where a chick chick
Bb F C7 F
Old Mac-Don-ald had a farm, E - I - E - I - O.

2. duck - quack (shake tail) Repeat chick sounds.
3. cow - moo (milk cow) Repeat duck, chick sounds.
4. turkey - gobble (strut around room) Repeat cow, duck, chick sounds.
5. pig - oink (push up tip of nose) Repeat turkey, cow, etc.
6. donkey - hee haw (shake head from side to side) Repeat pig, etc.

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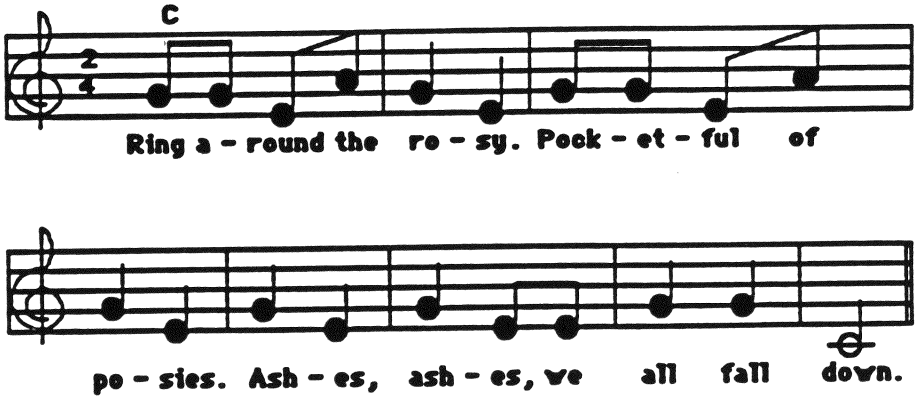
RING AROUND THE ROSY

1. Hold hands and walk around in a circle.
2. Tiptoe
3. Skip
4. Hop
5. Run

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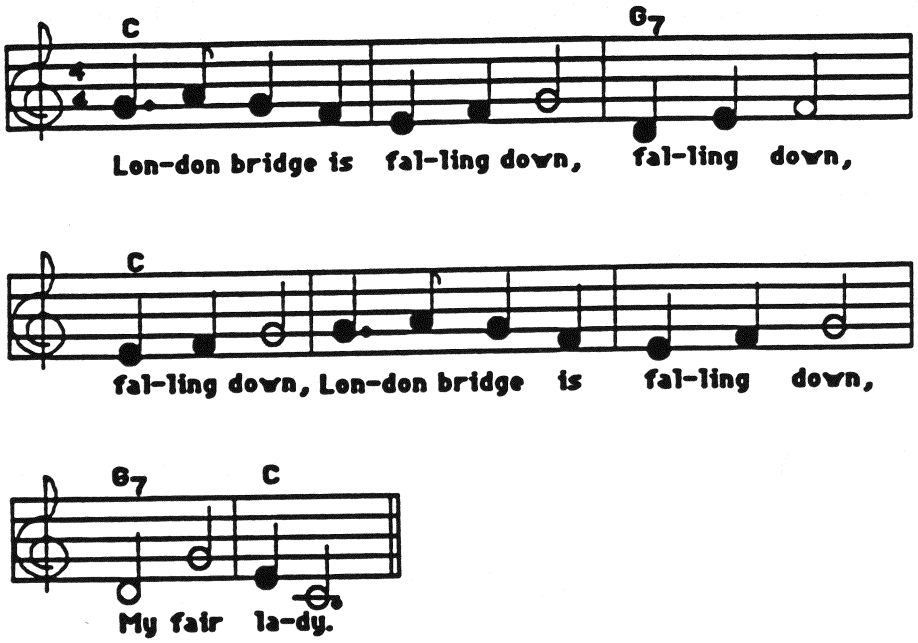
LONDON BRIDGE

Chorus: (sung after each verse)

1. Take the key and lock her up . . .
2. Build it up with iron bars
3. Iron bars will bend and break
4. Build it up with silver and gold

Suggestion: Have two children stand across from each other and hold hands above their heads to form a bridge. Have the other children form a line and, as you're singing the chorus, walk under the "bridge". As you sing the refrain, "My fair lady," the two childrens' arms come down around the last person to cross under. That child stays there as the other children sing the other verses.

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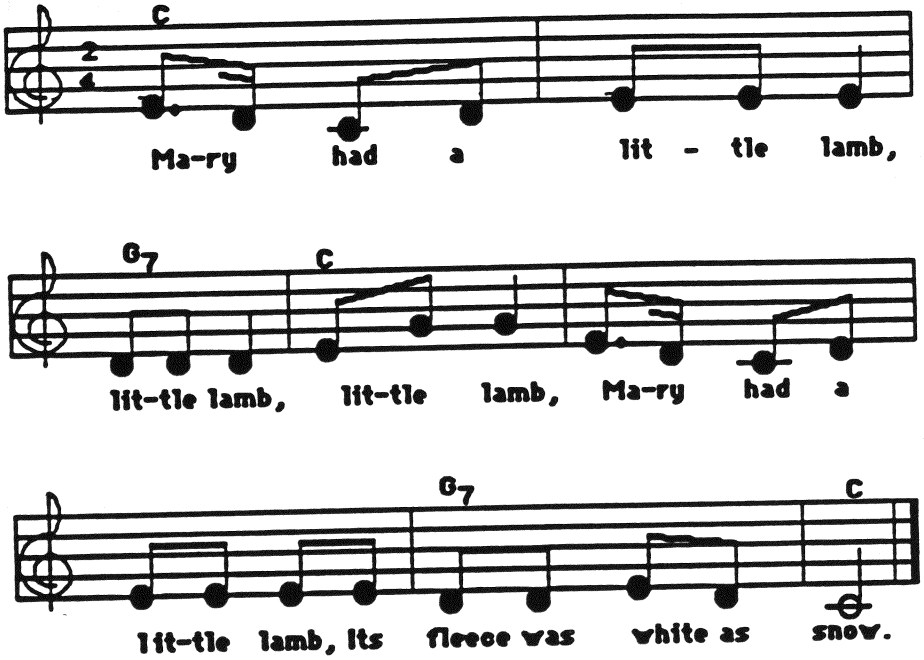
MARY HAD A LITTLE LAMB

2. And everywhere that Mary went,
   Mary went, Mary went,
   Everywhere that Mary went,
   The lamb was sure to go.
3. It followed her to school one day . . .
   Which was against the rule.
4. It made the children laugh and play . . .
   To see a lamb at school.
5. And so the teacher turned it out . . .
   But still it lingered near.
6. And waited patiently about . . .
   'Till Mary did appear.
7. "Why does the lamb love Mary so?" . . .
   The eager children cry.
8. "Why, Mary loves the lamb, you know." . . .
   The teacher did reply.

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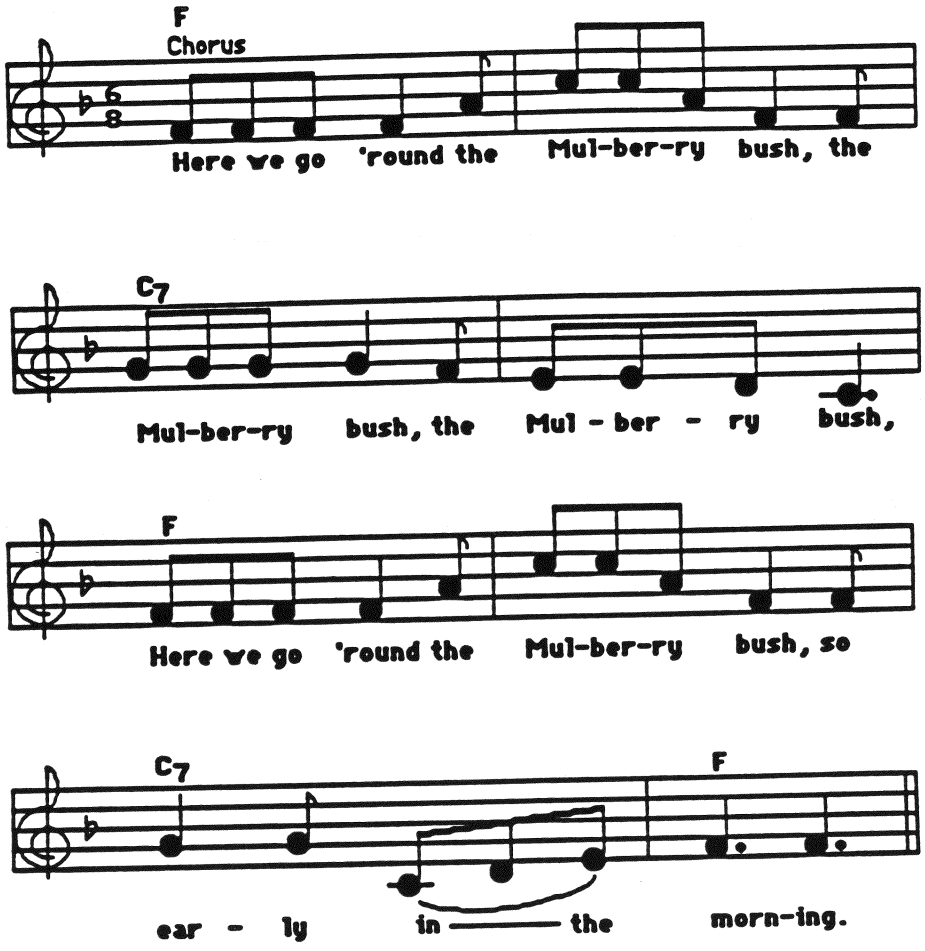
THE MULBERRY BUSH



1. This is the way we wash our face . . .
2. . . . Comb our hair
3. . . . Brush our teeth
4. . . . Put on our clothes

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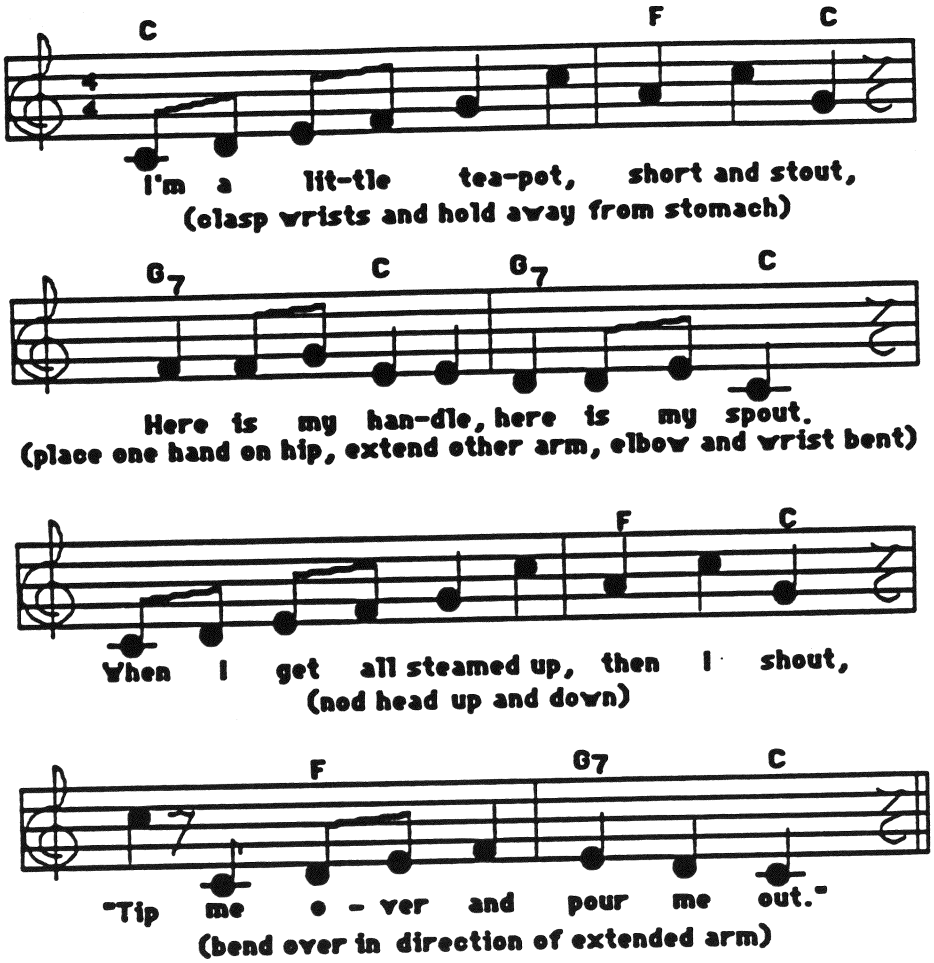
I'M A LITTLE TEAPOT



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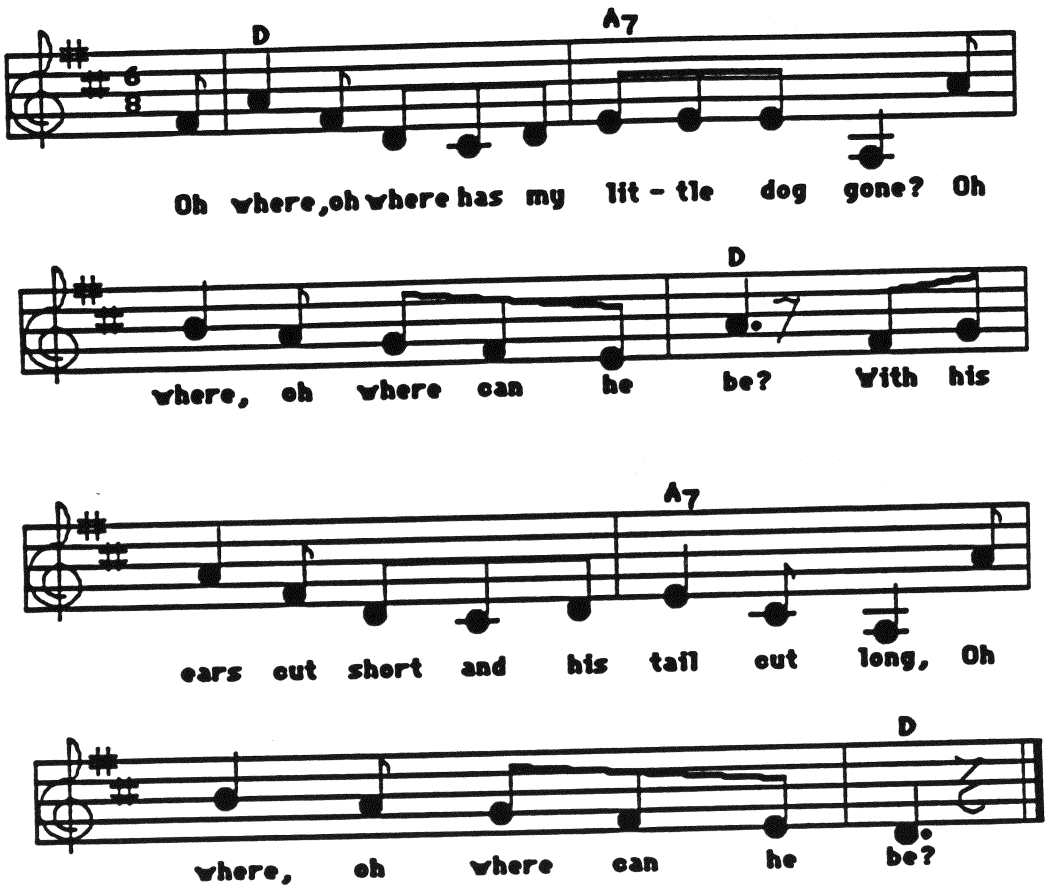
OH WHERE, OH WHERE HAS MY LITTLE DOG GONE?

D
A7
Oh where, oh where has my lit - tle dog gone? Oh
D
where, oh where can he be? With his
A7
ears cut short and his tail cut long, Oh
D
where, oh where can he be?

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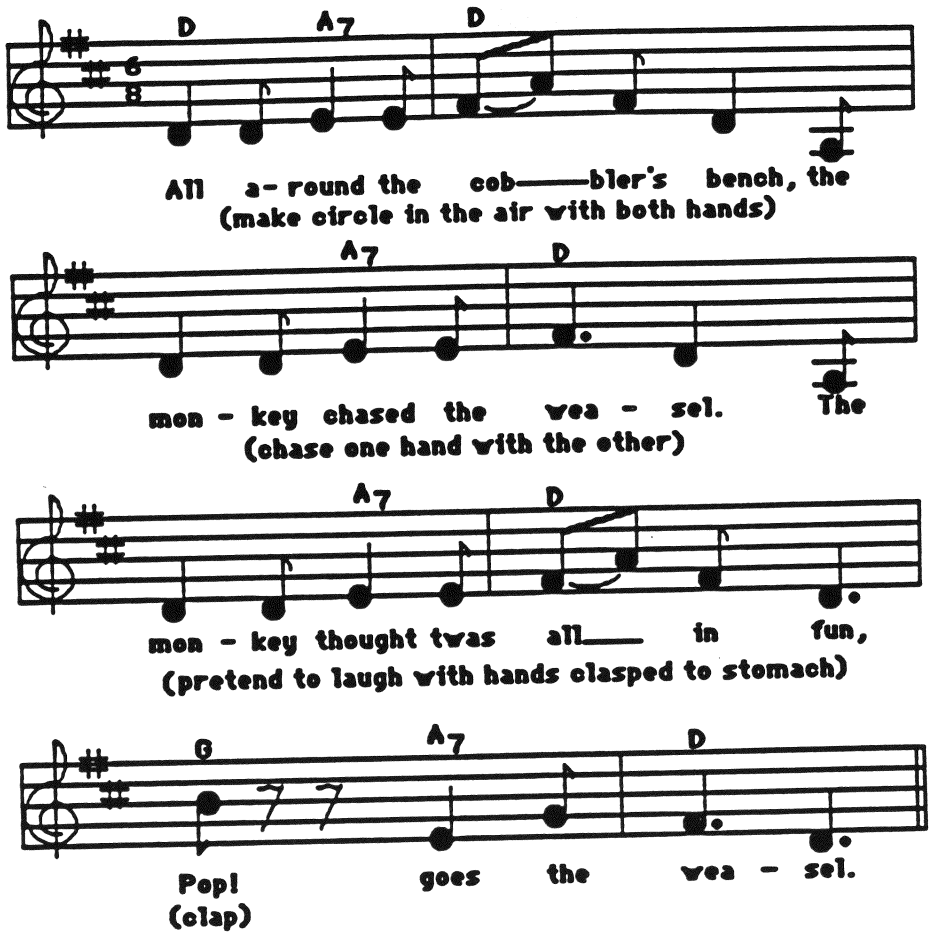
POP! GOES THE WEASEL



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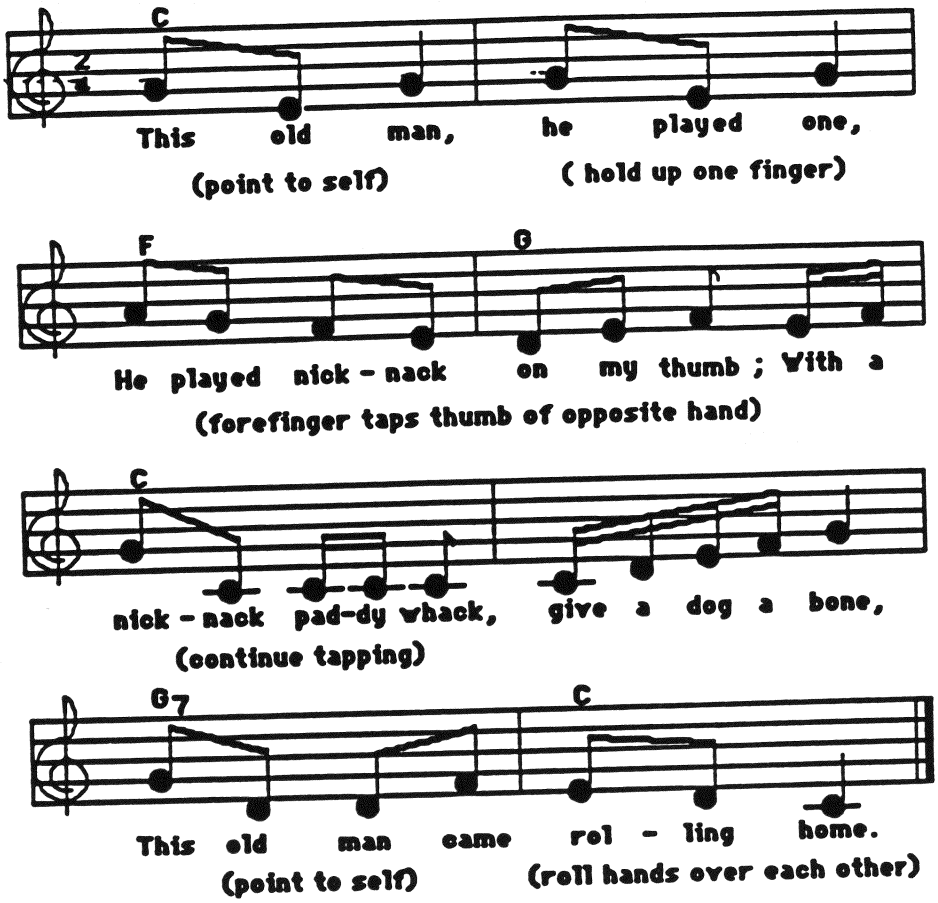
THIS OLD MAN


C
This old man, he played one,
(point to self)
(hold up one finger)
F
G
He played nick - nack on my thumb ; With a
(forefinger taps thumb of opposite hand)
C
nick - nack pad-dy whack, give a dog a bone,
(continue tapping)
G7
C
This old man came rol - ling home.
(point to self)
(roll hands over each other)

2. This old man, he played two,
   He played nick-nack on my shoe... (tap shoe)
3. ... three ... on my knee ... (tap knee)
4. ... four ... on my door ... (knock forehead)
5. ... five ... on my hive (wiggle fingers for flying bees)
6. ... six ... on my sticks (tap index fingers)
7. ... seven ... up in heaven (point skyward)
8. ... eight ... on my gate (knock on gate)
9. ... nine ... on my spine (tap on back)
10. ... ten ... nick-nack once again (clap hands)

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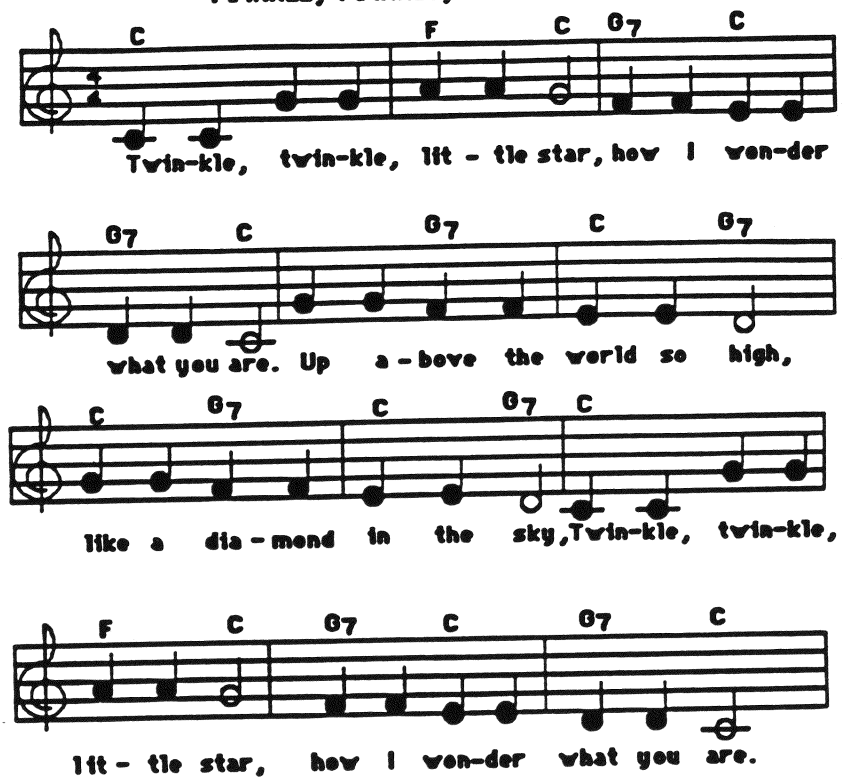
TWINKLE, TWINKLE, LITTLE STAR

C F C G7 C
Twin-kle, twin-kle, lit - tle star, how I won-der
G7 C G7 C G7
what you are. Up a - bove the world so high,
C G7 C G7 C
like a dia - mond in the sky, Twin-kle, twin-kle,
F C G7 C G7 C
lit - tle star, how I won-der what you are.

2. When the blazing sun is gone,
   When he nothing shines upon,
   Then you show your little light,
   Twinkle, twinkle all the night,
   Twinkle, twinkle, little star,
   How I wonder what you are.
3. Then the traveller in the dark,
   Thanks you for your tiny spark,
   He could not see where to go,
   If you did not twinkle so,
   Twinkle, twinkle, little star,
   How I wonder what you are.
4. In the dark blue sky you keep,
   Often through my curtains peep,
   For you never shut your eye,
   Till the sun is in the sky,
   Twinkle, twinkle, little star,
   How I wonder what you are.

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Matching Tunes

Skill

Listen to/perform action songs

Subject

Music
Science

Objectives

- To learn how to match tunes
- To be able to compare sound(s)

Materials Required

Music and words from the tunes in **Animal's Apartment House** (pp. 31–40)

LESSON PLAN:

1. There are ten songs. You need to assign two children to each song.
2. Ask each child to come up to you and either whisper the song in their ear or write it down on a folded piece of paper and hand it to them.
3. The object of the activity is for each child to find the other person with the same tune. They need to walk around the room and, when they see another child, stop and sing the first line of their song.
4. If the tunes match, the two walk back together to a designated spot in the room, sit down, and wait for the others to pair up.
5. If the tunes don't match, the children continue around the room looking for the person with the matching tune.
6. When all of the children are paired up and are sitting down, ask each pair to sing their tune out loud so that all of the children can hear it.

Animal's House Teams

Skill

Matching musical tunes

Subject

Music
Science
Problem Solving
Social Studies

Objectives

- To match musical tunes
- To be able to compare sounds
- To increase memory skills
- To do a computer activity as a group

Materials Required

Muppetville program

LESSON PLAN:

1. Divide the class into two teams.

2. Set up the computer in front of the class. Load *Muppetville* and go to **Animal's Apartment House**. When the activity begins, all of the windows are closed.

3. Team 1 chooses a window and Team 2 chooses another window to try to match the tunes. If the tunes match, Team 2 gets the point. If the tunes don't match, Team 1 chooses another window to start the next round.

4. The teams continue to open windows one at a time until they match all of the tunes. The team that matches the most tunes wins the game.

5. Since there are only three tunes that come up randomly for each game, you can play several rounds before declaring a winner.

Variations

1. Two children can play the game instead of two teams. They take turns opening windows until they have matched all three tunes. Whoever matches the most tunes wins the game. Several rounds can be played before a winner is declared.

2. To win, they must both match and name the tune.

3. By pressing Control-S from the keyboard, you can turn the sound off in **Animal's Apartment House**. This creates an entirely different activity. Instead of listening to the tunes in each window and matching the sounds, the student must now watch carefully and keep track of which window doesn't close with another. This will cause different reactions. Some students may want to label the windows in some way and write down which windows don't match with others. Some students may want to use different strategies in finding the matching windows. Some may want to start with the first window and, one at a time, try to match it to the window closest to it, then next closest, and so on. Others may just want to randomly search, as in Concentration.

Animal's Band

Skill

Listening to and following a rhythmic pattern

Subject

Language Arts/Listening
Music
Mathematics

Objectives

- To listen to sounds of rhythm/rhyme
- To reinforce being able to identify a pattern
- To reinforce being able to compare sounds

Materials Required

None

LESSON PLAN:

1. Explain to the children that Animal is a drummer in a band. Today, all of you are going to be in Animal's band.

2. Tell each of the children that rhythm is very important in music. Rhythm helps musicians keep time when they play the music so that they're all playing together. Also, explain that patterns in music are important; for example, a "chorus" in music is a phrase that is repeated after every verse. In "London Bridge" the chorus is:

   "London Bridge is falling down, falling down, falling down,
   London Bridge is falling down, My fair lady."

   And you sing it after each verse:

   "Take the key and lock her up..."
   "Build it up with iron bars..."

3. Say that today you are going to learn about rhythmic patterns in music. Have all of the children watch you as you slowly clap out the first line of "London Bridge." Speak the first line as you clap along with it. Afterwards, you can even sing along so that they can get an even better understanding of the relationship of the beats to the music.

4. After you demonstrate how to clap out a pattern of notes, have the children join you. Watch them as they clap to see that they are following you.

5. Then, explain that a drummer in the band helps to keep the rhythm in the music by providing a constant sound. That's Animal's role in the band, to keep playing the same pattern of notes while other instruments add different melodies.

6. Choose one of the children in the class to be Animal. Clap out the first line of "London Bridge" together, making sure that the child can keep the rhythm. Then, gradually ask one child at a time to join the two of you in clapping out the tune. You can continue singing the first line out loud so that the relationship between the music and the pattern remains obvious.

7. Continue until you have all the children in the class clapping out the rhythm.

8. Then, choose another song from **Animal's Apartment House** and clap it out.

9. When you are sure that all of them can clap out a rhythm with which they're familiar, use the CHANGE OPTIONS to change **Animal's Apartment House** to Random Patterns. Clap out one of the random patterns. Have the child who is Animal join you, then the rest of the children. Continue with other random patterns from **Animal's Apartment House.**

Variation

Gather musical instruments in the classroom (*e.g.,* triangle, sand blocks) and give one to each child. Then, choose another song and sing it along together with the instruments.

"One, Two, Buckle My Shoe"

Skill

Counting 1–10

Subject

Mathematics

Objectives

- To be able to count 1–20
- To understand number concepts

Materials Required

None

LESSON PLAN:

1. Take time to explain to the children how numbers are all around them. Point out that numbers are used to count things. Numbers make it easy for us to keep track of things. We can count things and make a label for them and then we always know how many things there are, unless we add some to the pile or take some away. Go around the room and when you or the children identify a group of pencils, or books, or any other object, count them. (Optional: Make a label for each group. If you find additional objects to add to any particular group, count all of the objects again, and change the label.)

2. Say the nursery rhyme "One, Two, Buckle My Shoe" with them.

   One, two, buckle my shoe;
   Three, four, open the door;
   Five, six, pick up sticks;
   Seven, eight, open the gate;
   Nine, ten, start over again.

Variations

Have the children sit on the floor in a circle. Open a book or magazine to a page with three or more numerals on it (*e.g.*, page number, date, recipe measure). Hold it up in front of the children, or pass the book/magazine around the circle and ask them to locate a numeral on the page. Ask other children to find other numerals on the page.

Another way to do this is to collect newspaper and magazine pages. Arrange the children into one large group or into small groups. Give each child a page. Challenge them to circle with a crayon every numeral they can find on the page within a specified amount of time. While they are doing this, walk around to check on individual progress. Gather the group(s) together when the time is up. Go around the circle, giving each child a turn to show one of their circled numbers.

Numeral Squares Concentration

Skill

Increasing memory skills

Subject

Problem Solving
Mathematics

Objectives

- To understand number concepts
- To increase memory skills
- To be able to count 1–20
- To develop a one-to-one correspondence

Materials Required

"Numeral Squares" worksheet (page 50)
Paper bag

LESSON PLAN:

1. Make a copy of the "Numeral Squares" worksheet. Cut out each of the six numeral/die squares out and put them into a paper bag.

2. Get the children together in a large circle and sit down on the floor. You can also work in small groups; you just need a set of squares for each one.

3. Explain that today you are going to learn how to match numerals with corresponding dice by playing a game called Concentration. Take the bag of paper pieces and mix them up. Then dump the contents on the floor and arrange them so that they are face down in rows. (In a large group, it's easier to use rows; in small groups, the children might want to just spread the pieces around.)

4. Tell the children that you are going to pick up one piece at a time and need them to help you to put them match the numeral to the corresponding picture.

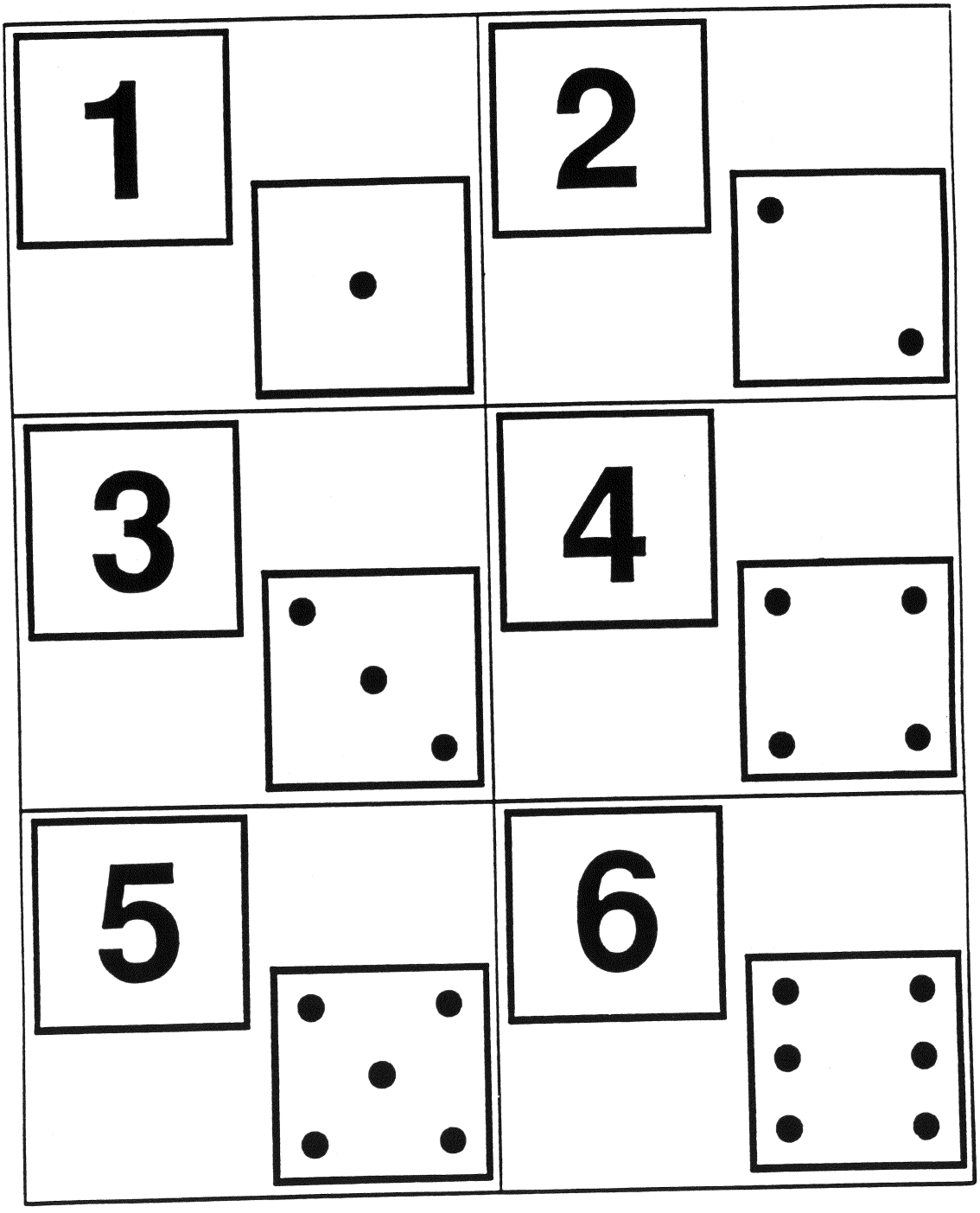
5. Pick up one piece on the floor and turn it face up. Pick up another piece and turn it face up. Make sure each student sees what's on both pieces. Ask the students if the two pieces match. If they do match, put them together and remove them from the arranged rows. If they do not match, turn both pieces back over so that they are face down in their original place in the rows.

6. Continue to do this until the six numerals are matched to their corresponding die.

Variation

Let the children make up their own worksheets by writing in their own number and drawing their own dice. Then, either use those squares in the class activity or have them paste the squares on another piece of paper on their own or in small groups.

NUMERAL SQUARES



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Sam the Eagle's Teams

Skill

Matching a numeral to a die of corresponding value

Subject

Mathematics
Problem Solving
Social Studies

Objectives

- To develop a one-to-one correspondence
- To understand number concepts
- To increase memory skills
- To do a computer activity as a group

Materials Required

Muppetville program

LESSON PLAN:

1. Divide the class into two teams.

2. Set up the computer in front of the class. Load *Muppetville* and go to **Sam the Eagle's School**. When the activity begins, all of the windows are closed.

3. Team 1 chooses a window and Team 2 chooses another window to try to match the die with the corresponding numeral. If the die and the numeral match, Team 2 gets the point. If the die and the numeral don't match, Team 1 chooses another window to start the next round.

4. The teams continue to open windows one at a time until they match each die to its corresponding numeral. The team with the most matches wins the game.

Variations

1. Two children can play the game instead of two teams. They take turns opening windows until they have matched each die with its corresponding numeral. Whoever gets the most matches wins the game.

2. Make this activity on the inside of a file folder. Make a folder for each child in the class. Glue construction paper numerals 1–5 and shapes corresponding to each number on the left inside flap. Then glue the cutout numerals 1–5 on the inside right flap.

   Place cutout shapes in an envelope for each child. Distribute a folder and an envelope of shapes to each child. Each child needs to glue the same number of cutout shapes in the rows on the right side as you glued on the left side. Check each child's work and have them write their name on the folder to take home.

   Another idea is to cover the inside of one folder with clear Contact™ paper after you glue on the shapes and the numerals. Have the child just place the shapes on the folder. After checking their work, give the folder and the envelope full of shapes to another child.

Numerals to Objects Correspondence

Skill

Recognizing if a numeral and objects of corresponding value match

Subject

Mathematics

Objectives

- To reinforce knowledge of numbers 1–6
- To reinforce development of one-to-one correspondence (numerals to objects)
- To understand number concepts

Materials Required

Numeral signs ("Numeral Squares" worksheet on page 50)
21 objects, large enough for all of the students to see (*e.g.*, books, crayons)

LESSON PLAN

1. Copy the "Numeral Squares" worksheet and cut out the six squares with the numbers 1–6. Gather 21 objects.

2. Place the cards face up one at a time on a table or the floor. This can be done in ascending, descending, or random order.

3. As you turn over each card, ask the class what number it is. Have them say it together out loud.

4. Then, call a child up and have him/her take that same number of small objects and place it next to the card.

5. Continue to do this until all of the cards are face up with the same number of small objects next to each one. Then, go over each one again out loud with the children.

The Factory

Skill

Creative expression; practicing the **Muppet Factory** activity through role-playing

Subject

Language Arts/Reading

Objectives

- To introduce the **Muppet Factory** activity through role-playing
- To introduce the idea of a factory

Materials Required

None

LESSON PLAN:

1. Ask several children to describe what happens in a factory. Look for things like "There are a lot of machines and each of them does something different" or "You make things there in an assembly-line with each person operating a different machine" or "You make things there."

2. Explain to the children that things are made in the factory in a certain sequence. If it were a factory that put cards in envelopes and the machines didn't operate in sequence, the envelopes could be sealed before the cards were put in!

3. Tell the children that today they are going to create their own factory. Designate a large area in the classroom for the factory. Then ask the children to name a product that they might be able to make from materials around the classroom. One example is to take a piece of paper and have each child be a machine and perform an action on that piece of paper.

4. Have the children get into a line. Each child now has a function to perform with that piece of paper. One child can take a crayon or pencil and draw something on the piece of paper. Another child can fold a corner of the paper.

5. After the last machine has performed its function with that piece of paper, have all of the children sit down. Examine the piece of paper. Talk with the children about each of their functions and the significance of what they did to the piece of paper that contributed to the end product.

Muppet Sums

Skill

Counting 1–20

Subject

Math

Objectives

- To be be able to add single-digit numbers (to make sums of 2–18)
- To discuss Bunsen and Beaker as Muppet characters
- To understand number concepts

Materials Required

Eighteen (18) objects around the classroom

LESSON PLAN:

1. Explain that Bunsen and Beaker are operators in an assembly line in a factory. They create something unique in their factory; addition problems!

2. Ask one child to be Bunsen and one to be Beaker. Give them eighteen (18) objects (things that you can find around the classroom). Create an addition problem and say it out loud. Have "Bunsen" pull an imaginary lever and put objects equal to the first number in the addition problem in a place for everyone to see. Then, have "Bunsen" pull another imaginary lever and let "Beaker" put the second number of components next to the first set. Have the other children act as a check that the number of objects that "Bunsen" and "Beaker" put down are what you said they should be. Then, have all of the children count all of the objects out loud to solve the problem.

3. Continue with other addition problems so that other children get the chance to be "Bunsen" and "Beaker."

Muppet Factory Teams

Skill

Counting 1–20

Subject

Math
Social Studies

Objectives

- To learn to add single-digit numbers (to make sums of 2–18)
- To do a computer activity as a group
- To understand number concepts

Materials Required

Muppetville program

LESSON PLAN:

1. Divide the class into two teams.

2. Set up the computer in front of the class. Load *Muppetville* and go to **Muppet Factory**. When the activity begins, Bunsen and Beaker are standing in an assembly line.

3. Starting with Team 1, each team takes a turn answering the addition problems that Bunsen generates with his lever. A team gets a point for a sum added correctly on the first try. When the teams make mistakes in their addition, take a minute to go over why their answer wasn't correct, using Bunsen and Beaker's hints.

4. The teams continue to add sums one at a time until they finish a round. The team that answers the most sums correctly (and gets the most points) wins the game.

Number Problem Pictures

Skill

Adding single-digit numbers/ Adding sums less than or equal to 10

Subject

Math

Objectives

- To reinforce knowledge of addition of single-digit numbers
- To reinforce development of a one-to-one correspondence

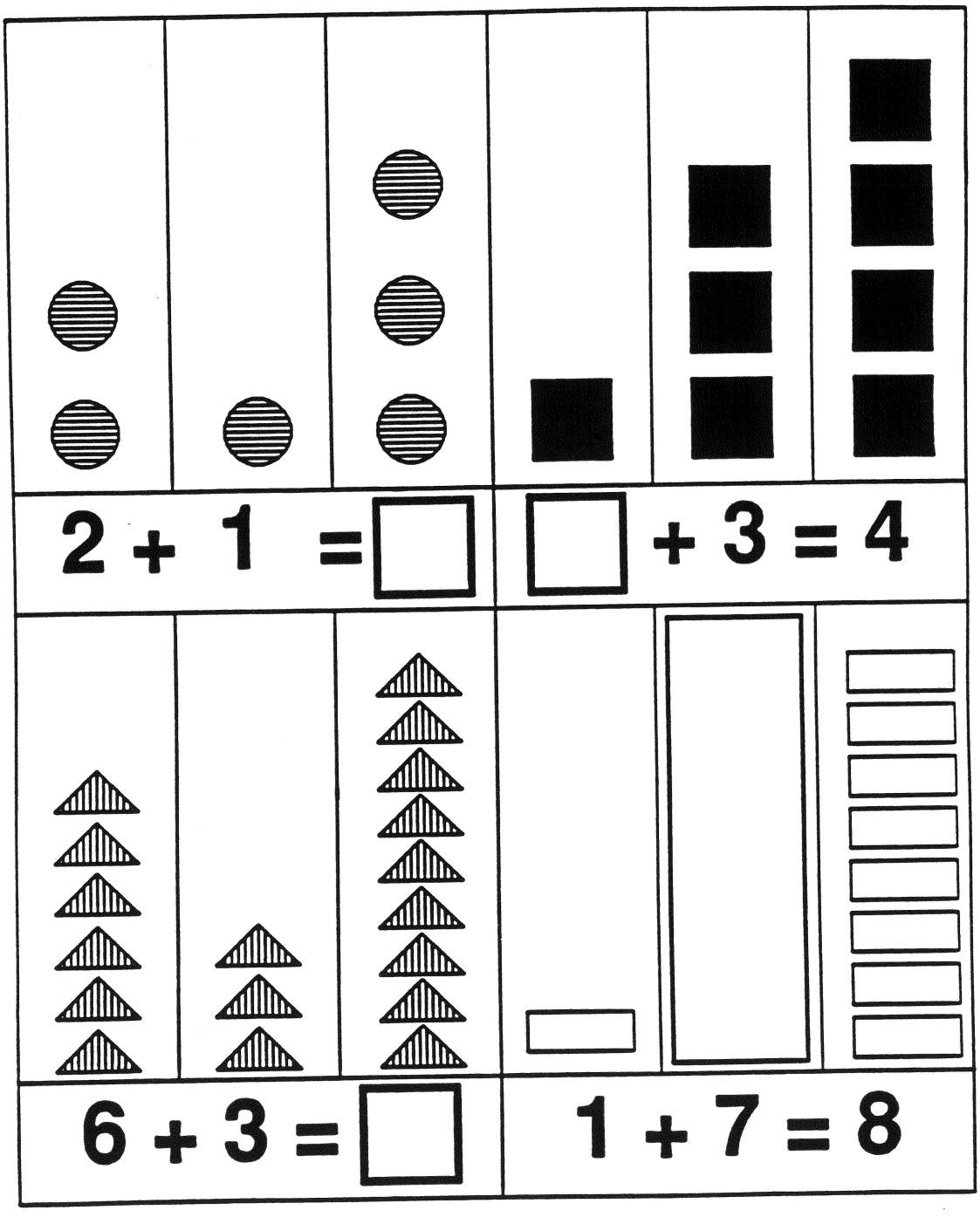
Materials Required

"Fill in the Box" worksheet (page 58)
Colored marker

LESSON PLAN:

Make copies of the worksheet on the next page for all of the students in your class. Distribute a worksheet and a colored marker to each child. Tell them to fill in the missing numeral or objects in each additional problem on the worksheet.

FILL IN THE BOX



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Tape a Shape

Skill

Knowing basic shapes and colors

Subject

Mathematics
Art

Objectives

- To be able to identify and discriminate between colors
- To be able to identify and discriminate between shapes

Materials Required

Colored construction paper
Scissors
Tape

LESSON PLAN:

1. Take your colored construction paper and cut red, yellow, blue and green shapes (*e.g.,* circles, squares, rectangles, and triangles) the size of a child's chair seat.

2. Tape a shape on each chair before the children come into the room. When they sit down, they need to tell the color and shape of the construction paper on their seat.

3. Then, place the chairs side-by-side in rows. Have the children sit on the chairs and tell the colors of their seats.

4. Then, have them get up and move to the chair on their right with the last child moving to the first seat. Then, they identify the color of the new seat.

Variation

Line all of the chairs up and play "Musical Chairs." When the music stops, the children must sit down in a chair and then tell the shape and color of the construction paper on their chair. Then, take a chair away and continue with the music. Just like in regular "Musical Chairs," whoever does not have a chair to sit in when the music stops is out. If they cannot tell the shape and color of the construction paper on their chair, they are also out. Extra: If a child who is "out" knows the answer, they can come back into the game.

"What is Pink?"

Skill

Following directions

Subject

Art
Language Arts/Listening

Objectives

- To be able to focus attention on speaker without interrupting
- To be able to follow directions
- To learn to recognize colors
- To learn about mixing colors

Materials Required

Paper
Paints (Optional)

LESSON PLAN:

1. You can do this as a whole-class activity or in small groups. Make up "color cards." Take pieces of paper and write the name of the color at the top and draw a circle below it. Then, have the children fill in the circle with the appropriate color. (You can also draw these on a blackboard or one large piece of paper.) Make up cards for the following colors: red, yellow, blue, white, and black.

2. After the color cards are complete, give them out to the children. Then, explain that today you are going to talk about colors; especially, how you can take colors, mix them together, and get new colors. (If you have paint in the classroom, demonstrate color mixing with the paints; otherwise, just tell the children.)

3. Tell the children that red, blue, and yellow are primary colors. That means that you can't mix any other colors to get them—you mix them to get other colors. Ask the children with the red and yellow color cards to stand up. Ask them to guess what color they will get if they mix them (*i.e.*, orange). Then, make up an orange color card and give it to another child. Do the same with red and blue (*i.e.*, purple) and blue and yellow (*i.e.*, green). At this point, if you have paints, you can do a concrete demonstration.

4. Now take white and the primary colors and repeat #4 to get pink, light yellow, and light blue. Make up color cards for each. Do the same with black.

5. After you have color cards for all the colors, ask the children "What is yellow and red?" At this point, have the children with the yellow, red, and orange cards stand up. Continue asking what color is made from mixing two of the other colors and having the children with those cards stand up.

6. Make it more difficult by switching the questioning to "How do you make pink?" or "What is pink?" The child with the pink color card stands up first and then the children with the red and white color cards stand up. If, at any time during this lesson, the children with the wrong color cards stand up, or no child stands up, simply ask the other children to raise their hands to volunteer the correct information.

7. You can do this activity in "rounds." Go through several color "questions" and then collect the color cards and give them to other children.

8. Make up a color chart to hang on the wall. See the example below.

COLOR CHART

	Red	Blue	Yellow	White	Black
Red	Red	Purple	Orange	Pink	Dark Red
Blue	Purple	Blue	Green	Light Blue	Dark Blue
Yellow	Orange	Green	Yellow	Light Yellow	Dark Yellow
White	Pink	Light Blue	Light Yellow	White	Grey
Black	Dark Red	Dark Blue	Dark Yellow	Grey	Black

The Statler Waldorf Hotel Teams

Skill

Matching basic shapes and or colors

Subject

Mathematics
Problem Solving
Social Studies

Objectives

- To match basic shapes and/or colors
- To determine the attributes of an object
- To increase memory skills
- To do a computer activity as a group

Materials Required

Muppetville program

LESSON PLAN:

1. Divide the class into two teams.

2. Set up the computer in front of the class. Load *Muppetville* and go to **The Statler Waldorf Hotel**. When the activity begins, all of the windows are closed.

3. Team 1 chooses a window and Team 2 chooses another window to try to match the shapes. If the shapes match, Team 2 gets the point. If the shapes don't match, Team 1 chooses another window to start the next round.

4. The teams continue to open windows one at a time until they match all of the shapes. The team that matches the most shapes wins the game.

5. Since there are only three sets of shapes that come up randomly for each game, you can play several rounds before declaring a winner.

Variation

Two children can play the game instead of two teams. They take turns opening windows until they have matched all three sets of shapes. Whoever matches the most shapes wins the game. Several rounds can be played before declaring a winner.

Grandma's Buttons

Skill

Determining the attributes of an object

Subject

Mathematics
Problem Solving

Objectives

- To reinforce matching of shapes and/or colors
- To learn to classify objects by a common attribute
- To learn how to classify data
- To learn to sort objects by shape and color
- To classify objects by similarities/differences
- To determine the rule to sort by

Materials Required

Large bag of all kinds of different buttons

LESSON PLAN:

1. Get the children together in a large circle and sit down on the floor.

2. Explain that today you are going to continue to learn sorting, but this time with more attributes than just shape.

3. Take the bag of buttons and mix them up.

4. Tell the children that you are going to pull one button out of the bag at a time and need them to help you to put them into different piles.

5. Hold up one button and ask one student in the circle to describe one thing about it (*e.g.*, color). Go around the circle and ask the next student to describe something else about the button (*e.g.*, shape).

6. When you have all of the characteristics of the button described, put it down on the floor and tell the students that when you choose the next button, you want them to see how it compares to the button on the floor. How are they similar? How are they different?

7. At this time, you may wish to start making up small signs that label the different groups (*e.g.*, big, brass buttons). You have the choice of writing the words "big, brass buttons" or of drawing a picture of a big, brass button on the sign. Put each sign near a group so that the students can see it.

8. Continue to pull out one button at a time and adding it to a pile. Be flexible; students may not always agree on what pile each shape should go into. There can be more than one answer. One pile can be just white buttons, another pile could be just small buttons, yet another could be square, pink buttons with three holes. Encourage students to see the similarities and differences between the objects.

9. Continue sorting the buttons until each is in a pile.

Variations

1. Pass the paper bag around the circle and let each child pull out a button and place it in a pile, giving their reason for doing so.

2. Divide the students into small groups. Give each group a bag with a bunch of buttons in it. Explain the activity to them and then let them start. Walk around from circle to circle checking on the progress.

Shape Sets

Skill

Identifying a like group of objects as a set

Subject

Science
Art
Mathematics

Objectives

- To identify a like group of objects as a set
- To learn to sort objects by shape and color
- To be able to compare shape/size/color
- To recognize color

Materials Required

Objects of similar and different sizes/shapes around the classroom

LESSON PLAN:

1. Take four objects: three of the same shape, but of different sizes, and a fourth object the same shape and size as one of the other three.

2. Display the four objects in a row in random order. Have the children identify the shape.

3. Then have them compare the sizes of the four objects.

4. Remove the duplicate-sized object. Ask one child to arrange the remaining three objects in left to right order according to size, with the smallest on the left.

5. Repeat this activity with the other basic shapes (*i.e.*, circles, squares, rectangles, and triangles).

Variations

1. Use construction paper, newspaper, or looseleaf and cut out the four objects.

2. Draw different-sized objects of the same shape on paper. Let the children cut them out and past them in size order (smallest on left) on another piece of paper. Use different-colored shapes as an additional variable to take into account when sorting.

3. Introduce the variable of color. Make three of the four objects the same shape but of different colors, and the fourth object the same shape and color as one of the other three.

"Which One Doesn't Belong?"

Skill

Identifying a like group of objects as a set

Subject

Mathematics
Problem Solving

Objectives

- To learn to identify a like group of objects as a set
- To classify a set of objects by a common attribute
- To determine the attributes of an object

Materials Required

"Odd Shape Out" worksheet (page 68)
Crayons or colored markers

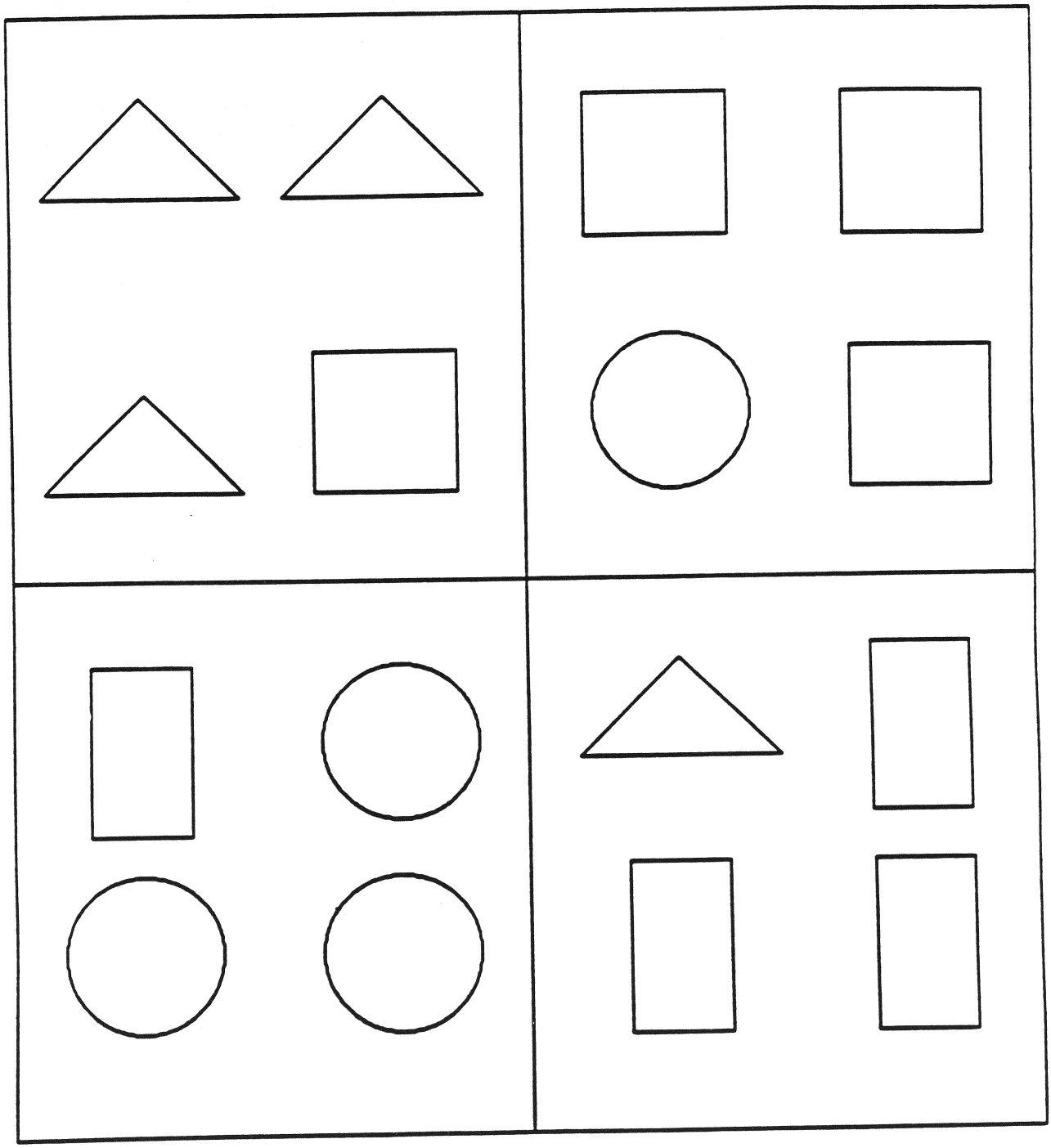
LESSON PLAN:

Make copies of the worksheet on the next page for all students in your class. Distribute a worksheet and two different colored crayons or markers to each child. Tell the children to fill in all similar shapes with one color and the odd shapes with the other.

Variation

Introduce a second variable: color. Make a copy of the "Odd Shape Out" worksheet. Color in the shapes so that sometimes the odd shape beast is a different color, and other times one of the three same shape beasts is a different color. Then, sit down with the children and ask them to identify the odd shape beast, either by shape or by color.

ODD SHAPE OUT



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Shape Beast Squares

Skill

Classifying objects by a common attribute

Subject

Mathematics
Science
Social Studies

Objectives

- To classify objects by a common attribute
- To be able to compare shapes/color
- To do a computer activity as a group

Materials Required

Muppetville program
"Shape Beasts" worksheet (page 71)

LESSON PLAN:

1. Photocopy the "Shape Beast" worksheet. Make as many copies as you need so that every child has their own shape.

2. Give a shape to each child and let them make their own shape beasts. Have them color in the shape and add hands, feet, eyes, ears, a nose, and anything else they can think of.

3. Set up the computer in front of the class. Load *Muppetville* and go to **Gonzo's Zoo**. When the activity begins, four shape beasts are in their caves--three of the shape beasts are alike and the fourth is different.

4. Go through the shape beasts one by one, identifying the attributes (*i.e.*, shape and/or color) of each. Identify the attribute common to three of the shape beasts.

5. When you get to the different/odd shape beast, ask the children <u>how</u> it is different from the other three.

6. On the next and continuing rounds, ask one child at a time to identify the attribute common to three of the shape beasts. Then, while the other children hold up their shape beast pictures, have that child go around and find one with the attribute of the three similar shape beasts.

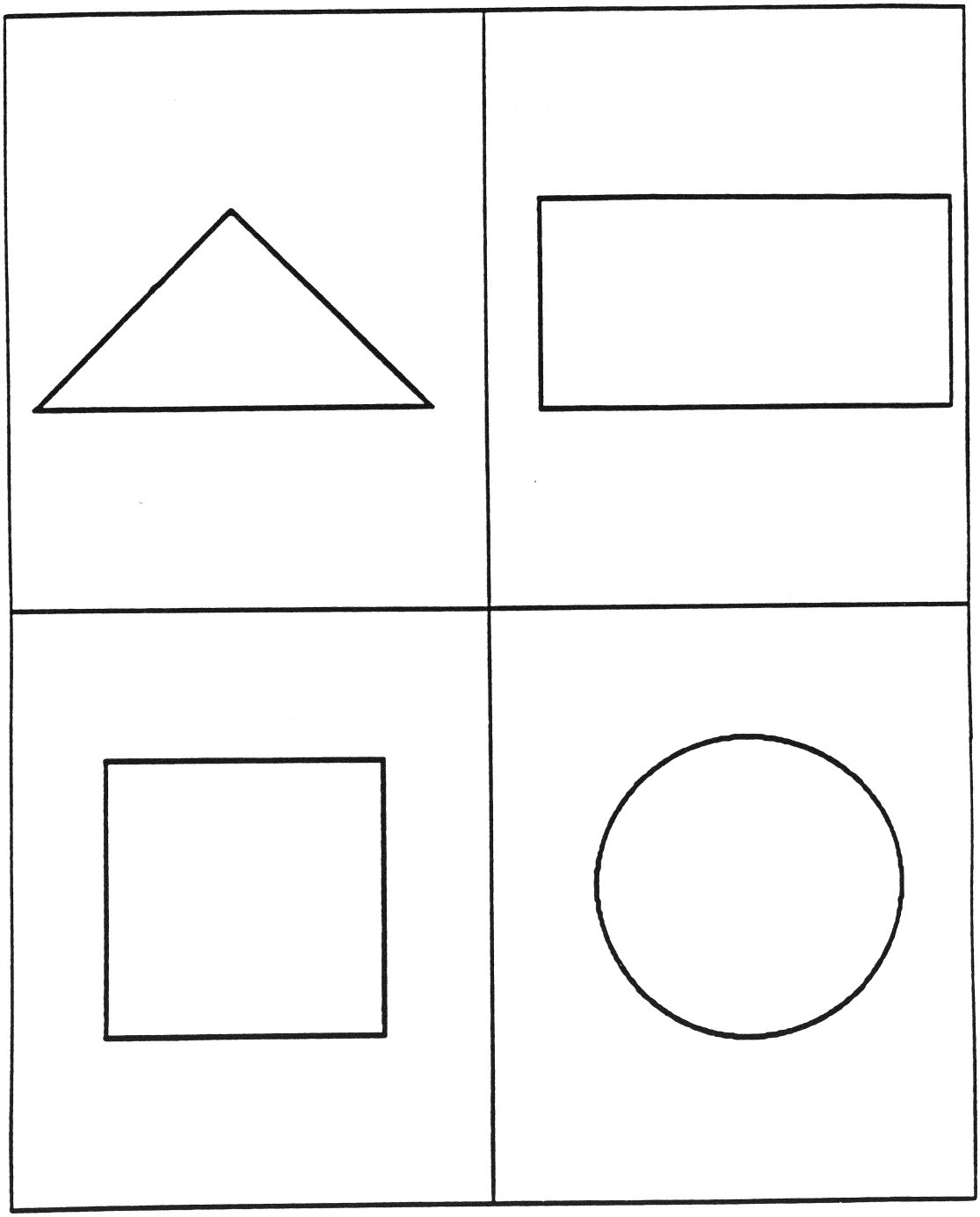
7. Then, have another child hold the shape beast picture up to the computer screen next to each shape beast, letting the other children say whether or not it matches three out of the four shape beasts. As before, when the odd shape beast is "found," have the children identify what is different about it. Continue until everyone has had a turn.

Variations

1. Teams can play, with one group identifying the attribute and finding a shape beast picture with that attribute and the other group checking the work. Then the two teams switch. The first team to get a specified number of points wins.

2. Go into CHANGE OPTIONS (see page 25) and change the level of the challenge.

SHAPE BEASTS



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"I'm Thinking of an Animal in the Zoo"

Skill

Determining the attributes of an object

Subject

Problem Solving
Science
Mathematics

Objectives

- To reinforce learning how to determine the attributes of an object
- To learn to identify a like group of objects as a set
- To identify zoo animals

Materials Required

None

LESSON PLAN:

1. Discuss the attributes of the shape beasts from **Gonzo's Zoo** (*i.e.*, shape and color). Explain that since those were imaginary animals, they only had a couple of different attributes. Real animals have many more characteristics, so it's even harder to separate them into groups. In fact, because some animals have many similar characteristics, they are part of more than one group of animals.

2. Play "I'm Thinking of an Animal in the Zoo." Think of an animal in the zoo. Tell the children one of its attributes at a time and have them try to guess what the animal is. Keep track of the attributes that you're going to describe on a piece of paper so that you can refer back to them.

3. Tell the children you're thinking of an animal in the zoo. Then, describe it to them one attribute at a time. Let them start guessing whenever they think they know what it is. For example, if you're thinking of an ostrich, you can mention the following attributes:

- Two eyes
- Two legs
- Strong legs (uses them for running and defense)
- Two small wings (doesn't use them for flying)
- Long neck
- Little head
- Beak

For other animals, color is a good indicator of the animal (*e.g.,* a tiger is orange with black stripes). Other characteristics, like "egg-layer" or "runs very fast to catch its prey" will also help to identify the animal.

4. Continue playing the game, letting the children have a turn thinking of an animal in the zoo.

Variations

1. Find a book that has zoo pictures in it and check to see if the animals you were thinking of have other characteristics that you didn't mention.

2. Have the children draw their favorite zoo animal leaving space underneath the picture for you to write in the characteristics of the animal that they describe to you.

3. Let the children draw pictures of imaginary zoo animals. They can use what they have learned with shape, color, size, and different attributes to design a creature that doesn't really exist. For example, an animal with the head of an elephant, the neck of a giraffe, the body of a lion, the feet of a duck. Let them color the pictures in, name them, and bring them home or hang them up around the classroom.

"Shapes in Nature"

Skill

Knowing basic shapes and colors

Subject

Mathematics
Science

Objectives

- To observe the environment
- To be able to identify and discriminate between shapes
- To recognize that there are shapes all around us

Materials Required

None

LESSON PLAN:

1. Go on a "nature" walk with your students. (This could actually be around the classroom, around the school, or outside.)

2. As you walk around, point out to the students how every object around them is made up of the basic shapes (*i.e.,* circles, squares, rectangles, and triangles) and colors. For example, if you're in the classroom, point out that a table could have a top that is a rectangle and four legs that are also rectangles. It could also have a circular top or square top, but the top is always a shape. Also, point out that it always is a color.

3. If you go outside, gather objects of different shapes (*e.g.,* leaves, twigs, acorns) and colors. Have the children make a collage of these items; let them glue them onto a piece of construction paper. You can sit down with each child and label what shape and color each of their objects is.

Beginning Sounds

Skill

Discovering initial consonant sounds

Subject

Language Arts/Reading

Objectives

- To discover initial consonant sounds
- To learn to match picture with beginning sound
- To acquire a reading vocabulary

Materials Required

Books/pictures from around the classroom (*e.g.*, "ABC" books)
Marker
Paper

LESSON PLAN:

1. Locate books or pictures around the classroom that show a single item (*e.g.*, a bear, a tree, a worm, a kite, a shoe a rose), so that you have a set of 5–10 pictures. Make photocopies of these pictures. Tape the picture onto a larger piece of paper so that there is room below the picture to write a list of words.

2. Get the children together in a large circle and sit down on the floor.

3. Tell the children that today you are going to learn beginning sounds.

4. Show one of the pictures; for example, one of a bear, and say "Big Bear." For each of the pictures, think of an adjective that begins with the same letter as the picture (*e.g.*, tall tree, red rose, Kate's kite).

5. Have small groups of children take turns repeating each phrase. Say, for the picture with the bear on it, "Listen for the beginning "B" sound."

6. If a group has difficulty producing the sound correctly, say the phrase again slowly and have each group repeat it.

7. After you have gone through the set of pictures, mix them up and put them behind your back. Pull out one at a time and ask the children to name the picture. To prevent chaos, suggest that the children raise their hands before naming the picture. After they correctly say what the picture is, repeat it out loud before showing the next picture.

8. After you have gone through all of the pictures, pick up each one and, starting at one point in the circle, ask a child for one word that that describes the picture and begins with the same letter. Write that word underneath the picture. Go around the circle to the next child and ask for a <u>new</u> word that describes the same picture. Continue this until you have four or more words written underneath the picture.

9. Read a word in the list that begins with a consonant. Have the children note the initial letter and its sound as they repeat the word back to you.

10. Cover the word and say it. Still keeping it covered, have the children write the beginning letter on a piece of paper.

11. Uncover the word. Check to see if the children wrote the correct letter.

12. Continue this activity using the other pictures that you have mounted.

Shadow Games

Skill

Matching pictures with beginning sounds

Subject

Language Arts/Reading
Social Studies

Objectives

- To match pictures with beginning sounds
- To discover initial consonant sounds
- To acquire a reading vocabulary
- To do a computer activity as a group

Materials Required

Muppetville program
Flashlight
Objects from around the room (*i.e.*, square, circular, triangular, or rectangular)

LESSON PLAN:

1. Turn off the lights in one area of the classroom where there's a wall. Get a flashlight and an object. Use the button on the flashlight that allows you to turn it on and off quickly to flash the silhouette of the object on the wall (*i.e.*, simulating the movie house).

2. First, ask a child to identify the shape of the object. Ask him/her to guess what the object is based on its shape. Then, ask that child to make the sound of the first letter of the word that identifies it.

3. For example, if you hold a rectangular block up and flash its silhouette on the wall, the child must first identify that it's a rectangle. Then, the child would say that it's a block. At that point, ask a different child to think of another word that begins with that same letter, in this case "b."

4. Continue with other objects until you have covered all of the basic shapes.

Variation

Photocopy the Shape Alphabet (page 24) and cut out each object from the alphabet so that you have 26 single pictures in all. Set up the computer in front of the class. Load *Muppetville* and go to **Muppet Movies**. When the activity begins, Miss Piggy is standing next to a film projector with a blank projection screen in the front of the theater. Ask a child to choose one of the pictures. Ask them to hold up the picture, identify what it is, say the name of the letter it begins with, and make the sound of the letter out loud. Then, ask that child to press the corresponding key on the keyboard (regular keyboard or Muppet Learning Keys) so that that picture comes up. Continue with another child until you have gone through the entire set of pictures, or as many as you wish.

Shape Alphabet Worksheet

Skill

Matching pictures with beginning sounds

Subject

Mathematics

Objectives

- To reinforce learning how to match picture with beginning sound
- To reinforce discovery of initial consonant sounds
- To identify a like group of objects as a set
- To reinforce discrimination between shapes

Materials Required

Copies of the "Shape Alphabet" (see page 24) for each student
Crayons or colored markers

LESSON PLAN:

Make photocopies of the "Shape Alphabet" for all of the students in your class. Distribute a sheet and different colored crayons or markers to each child. Tell the children to fill in each differently-shaped picture (triangles, circles, rectangles, and squares) with a different color.

Additional Activity 1

"Our Town"

Skill

Understanding that parts make up a whole

Subject

Social Studies

Objectives

- To introduce the concept of a town/parts of a town
- To relate *Muppetville* to a real town

Materials Required

Mural-type paper
Paints, crayons, markers

LESSON PLAN:

1. Sit down with the children and ask them what makes up a town. Try to elicit answers about specific places (*i.e.*, buildings, streets, shops).

2. Whenever the children describe a place, ask them to name it. For example, if they say "There's a building in my town where you mail letters," ask them what the name of that building is.

3. When you have identified several places in the town, like the post office, the Town Hall, a movie theater, a factory, a school, houses, etc. ask the children to describe the function of each place. Then, tell the children that you are now going to draw "Our Town."

4. Divide the children into six small groups. Assign each group a place in the town.

5. Give each group a piece of the mural paper and some crayons or markers and ask them to draw that particular place in the town. Have each of them draw themselves into the picture, so that the completed mural includes the children in the town. Label the buildings on the paper.

Additional Activity 1
(cont.)

6. When the mural is completed, sit down with all of the children and discuss the differences between "Our Town" and *Muppetville*. For example, does the town in the mural have a factory? What about a zoo? A hotel like the "Statler Waldorf?" Are there apartments like "Animal's House?"

7. Discuss the difference between real and imaginary things. *Muppetville* is an imaginary town. The town in the mural may be a compilation of several towns, but all of those towns are real. Continue discussing any other characteristics of a town that the children may have forgotten to include in the mural or the earlier discussion.

Variation

Make a mural of *Muppetville*. Divide the class into six groups, assigning each group a building in the town. Have them draw into the mural the Muppet character that belongs with that particular building. Hang it up next to the mural of "Our Town" and lead a discussion on the differences in the two murals.

Additional Activity 2

"Bicycle Safety"

Skill

Understanding that a bicycle is a vehicle

Subject

Social Studies

Objectives

- To learn about safety rules on bicycles
- To learn directions

Materials Required

None

LESSON PLAN:

1. Discuss the idea of "vehicles" with the children. Ask them to name some vehicles that they've been in. Define a vehicle as something you get around in--like a car, bus, train, motorcycle, unicycle.

2. Explain that every person in a vehicle has to follow certain safety rules so that everyone can go from place to place without getting into an accident. Ask if they some safety rules.

3. Talk about speed limits, separate lanes on a highway, following directions from signs on the side of the road. Ask them how cars signal each other when they are going to make a turn or stop at a stop sign or a traffic light. Look for answers like "They blink lights," or "They put their hands out the window."

4. Then, ask them how bicycles signal cars, other bicycles, and pedestrians. Show them the three basic hand signals that bicyclists should use: for a left turn, extend the left arm out to the side; for a right turn, extend the left arm out to the side with the arm from elbow to fingers pointing up; to slow down, hang left arm down, a little bit away from the body.

Additional Activity 2
(cont.)

5. Explain that since bicycles are considered vehicles on the road, they should ride on the right side of the road just like cars, but over to the extreme right since the roads are made primarily for the cars. (Bicyclists should try to find bicycle paths wherever they can since it's hard to compete with cars on the road.) Basically, bicycles need to follow all of the same rules as cars—like stopping at stop signs and traffic lights, signaling when turning, etc.

6. Talk about Kermit in *Muppetville*. There are stop signs at either end of the town, signaling that he can go no further on his unicycle. Talk about direction (*i.e.,* left, right, up, down, ahead, backwards, east, west, north, south). Ask how many directions Kermit can go in (left and right).

7. Have one child be Kermit. Let other children give "Kermit" directions to move from place to place in the classroom. Call on other children to be "Kermit" so that everyone gets a turn.

Variation

Talk about the significance of colors in signs, traffic lights (Red means to stop; yellow means caution; green means go). Play "Red light, green light, 1-2-3." One child stands up in front of the classroom facing all of the other children. That child needs to turn around, with his/her back to all of the other children, say "Red light, green light, 1-2-3" and turn around. As soon as that child turns around, all of the other children must "freeze" in place, in whatever position they were in when the child turned around. Any child who moves and is spotted by the child up in front of the room is "out." The child who reaches the child up in front and tags them first becomes the one in front of the room.

Additional Activity 3

"Why is He Named Sam the Eagle?"

Skill

Subject

Social Studies

Objectives

- To introduce the idea of a symbol
- To talk about Sam the Eagle
- To learn about the United States and other countries

Materials Required

Colored construction paper
Markers

LESSON PLAN:

1. Talk about Sam the Eagle. Ask the children how they think he got his name (For example, maybe it's because the eagle is the United States' national bird and Uncle Sam is a name for the United States' government).

2. Say that the eagle is the national bird, one symbol of the United States. It was chosen because it represents something that the U.S. wants to convey about itself. Ask the children what they think that is. (Note of interest: Benjamin Franklin wanted the turkey to be the national bird.)

3. Explain that every country has symbols. Ask the children if they know symbols of other countries. For example, the dragon is a symbol of China, the crescent moon is a symbol of an Islamic country, the sun is a symbol of Japan ("The Land of the Rising Sun").

4. Discuss the reward sequence in **Sam the Eagle's School** when the American flag comes down and the "Star-Spangled Banner" plays while Sam salutes. The flag and the "Star-Spangled Banner" are also symbols of this country, just like the eagle.

Additional Activity 3
(cont.)

5. The American flag consists of thirteen red and white stripes which represent the thirteen original colonies and fifty stars which represent the current fifty states. It has gone through many stages, starting by imitating the British flag, since the people who settled in the American colonies originally came from England, and eventually evolving into what we have today. Ask the children if they know what flags from other countries look like. For example, the Irish flag consists of three vertical stripes: an orange stripe, a white stripe, and a green stripe. The orange and green stripes represent the two major religions in Ireland and the white stripe, symbolizing peace, separates them.

6. The colors in flags are significant. In the Middle East, the Muslim colors are red, green, white, and black. Red symbolizes militancy of faith and green symbolizes the curtain flown by Mohammed. Ask the children what they think the colors in the U.S. flag mean?

7. Mention that all of the states in the U.S. have their own flag. Look at the flag of your state. What is significant about it? Are the colors special in any way? Is there a symbol that is representative of something that happened in your state early in its history? For example, Texas was called the "Lone Star State"; its flag has a large star in it.

8. The "Star-Spangled Banner" is the national anthem—a hymn/song of praise or loyalty. Every country has a national anthem (*e.g.,* England—"God Save the Queen"). The "Star-Spangled Banner" was written by Francis Scott Key in 1814. Its lyrics were inspired as he watched American ships valiantly fight British ships in the Baltimore, Maryland harbor trying to keep the "star-spangled banner" (the American flag) flying—a symbol of victory. Ask the children if they know national anthems from other countries? See if they understand how the songs were inspired and why they're still around today.

9. Discuss your classroom. What is significant about it? Using what you now know about colors, symbols, flags, and songs as representations of characteristics:
   - Design a class flag,
   - Make up a class song,
   - Choose a symbol to represent your classroom.

   Perhaps your school already has certain colors or a symbol that represent it that you can incorporate into your flag.

Variations

1. Explain to the children what a coat of arms is. Take the ideas of colors and a symbol and design one for your classroom.

2. Have the children design a family flag/coat of arms. Tell them to think of something significant that could be a symbol (*e.g.,* a gavel if one of their parents is a lawyer) and to use their family's favorite colors in some type of pattern.

Muppetville

Mathematics

Overview

Kermit stops at six different activities (buildings) in Muppetville and encourages students to practice memory, matching and number skills.

READING LEVEL
Preschool

GRADE LEVEL

Pre K 1 2 3 4 5 6 7 8 9 10 11 12 A

TIME REQUIRED
5-10 minutes

Curriculum

PREREQUISITE SKILLS
- Follow simple directions

OBJECTIVES
- Reinforce discrimination skills
- Understand number concepts
- Increase memory skills
- Appreciate repetition, rhyme and rhythm in vocabulary
- Practice addition of sums to 10

PROBLEM SOLVING SKILLS
- Sorting
- Memory strategies
- Discrimination skills

Courseware

NOTEWORTHY FEATURES
- Motivating graphics
- Especially designed for use with Muppet Learning Keys
- Color monitor helpful

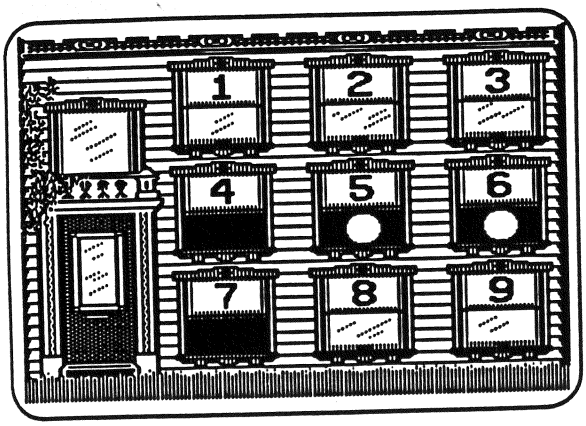
TEACHER OPTIONS
- Sound control
- Selection of input device
- Select type of music
- Select range of addition problems
- Select difficulty of discrimination activity

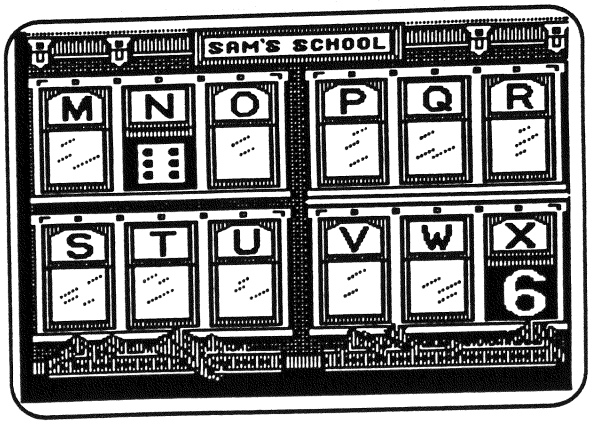
RELATED MATERIALS
- Muppet Learning Keys
- Muppets On Stage
- Muppet Word Book
- Muppet Slate

Hardware

- Apple/Apple 3.5
  - Muppet Learning Keys
  - Touch Window
- IBM and Tandy 1000
  - Muppet Learning Keys

Muppetville





DESCRIPTION

Kermit rides his unicycle through the town of Muppetville, which contains six buildings along Main Street. He may stop at any of the buildings and do the corresponding activity which includes:

Animal's Apartment House - Students learn to match songs, random notes, or patterns in a concentration type game.

Sam the Eagle's School - Students open and close windows in Sam's school to match each numeral with a die of corresponding value.

Muppet Factory - Students help Beaker solve simple addition problems that Bunsen creates. Two levels of difficulty are available.

The Statler Waldorf Hotel - A concentration type game in which students match objects by shape alone or by shape and color.

Gonzo's Zoo - Students help Gonzo identify which shape beast is different from the other three (with varying levels of difficulty).

Muppet Movies - A discovery type activity in which students press any letter on the keyboard and a corresponding picture from the shape alphabet appears on Miss Piggy's movie screen.

GETTING STARTED

Discuss what buildings (school, firehouse, stores, etc.) are found in your town and what type of activities take place in them. Tell the students they will visit Muppetville via the computer.

AT THE COMPUTER

Step 1: Start Muppetville and move to Animal's Apartment House. Have the Teacher Option set to randomly choose children's songs.

Step 2: As a large group, demonstrate the program to the class. Tell the students that they must match the music that they hear. Let students have turns pressing the number keys 1-6 (with *Touch Window* they touch the window) that they wish to explore. As they match the note patterns, the windows stay open.

Step 3: Allow computer time for children to play in pairs.

SUGGESTED EVALUATION

Set up centers which have activities similiar to each of Muppetville's activities, such as concentration with cards, odd one out sets or manipulatives to use for math problems. Check student progress by observation.

SPECIAL KEYS

- CTRL-E exits program at any time
- CTRL-T accesses Teacher Change Options
- ZAP on Muppet Learning Keys exits activity at any time
- Press the number of the house from the Main Street sign and automatically go there or have Kermit ride his unicycle using the arrow keys. Then press RETURN or ENTER (GO on Muppet Learning Keys) to select the house.
- Press HELP in each activity to get assistance.

Apple II: Working With Your Computer

Turning on the System:

1. Turn on the monitor.
2. Insert the *Muppetville* Disk into the disk drive.
3. Close the door to the disk drive.
4. Turn on the Apple II.
5. You will see a red light on the disk drive turn on. If the disk drive light does not turn off after about 10 seconds, turn the Apple II off and make sure your disk is placed correctly in the disk drive.
6. The SUNBURST logo will appear on the screen, followed by the opening screen of the program.
7. Follow directions given in the program.
8. If you wish to stop during the program, hold down the CTRL (Control) key and press E.

Turning Off the System:

1. Remove the disk from the disk drive and return it to its place of storage.
2. Turn off the Apple II.
3. Turn off the monitor.

Apple IIGS: Control Panel Settings

To allow your Apple IIGS to work properly with SUNBURST software, certain Control Panel settings should be selected. The Apple IIGS retains these settings even after the power is turned off.

To Use the Control Panel:

- Turn on the Apple IIGS and monitor.
- Enter the Control Panel Main Menu by holding down the CONTROL and OPTION keys, and then press RESET (the rectangular key located above the number keys). If your Apple IIGS is in an Apple //e case, use the closed-apple (🍎) key instead of OPTION.
- Press the 1 key to enter the Control Panel.
- Use ↓ and ↑ keys to highlight the feature you want to change and press RETURN. Again use ↓ and ↑ keys to highlight a specific option and change it by using the ← and → keys.
- After you have finished making changes, select QUIT to use the Apple IIGS.

To Change the Display:

- Highlight **Display** and press RETURN.
- Set **Type** to **Color**.
- Set **Columns** to **40.**
- Set **Text** to **White**.
- Set **Background** to **Black**.
- Set **Border** to **Black**.
- Press RETURN to save the changes and to go back to the Control Panel.

To Change the System Speed:

- Highlight **System Speed** and press RETURN.
- Set **System Speed** to **Normal**.
- Press RETURN to go back to the Control Panel.

To Change the Slots:

- Highlight **Slots** and press RETURN.
- Set **Slot 1** to **Printer Port**. If you are using a printer card, select the slot number your printer card is in.
- Set **Slot 6** to **Disk Port**, if you use a 5.25-inch drive connected to the disk drive port.
- Set **Slot 6** to **Your Card**, if you use a 5.25-inch drive connected to a controller card in Slot 6.
- Set **Startup Slot** to **Scan**.
- Press RETURN to go back to the Control Panel.

IBM: Working With Your Computer

For use with: IBM PC with 256K
IBM PS/2 Model 25 and 30

TURNING ON THE SYSTEM:

1. Place the disk in the computer's disk drive with the label facing up. (If there are two disk drives, places the disk in the one on the left.) Close the door of the disk drive.

2. Turn on the monitor.

3. Turn on the computer. In several seconds, you will see the red light on the disk drive light up and you will hear the disk drive spinning.

4. The SUNBURST logo will appear on the screen, followed by the opening screen of the program.

5. Follow the instructions in the program.

6. If at any time during the program you want to stop, hold the CTRL (Control) key and press the E key.

TURNING OFF THE SYSTEM:

1. Remove the disk from the disk drive and return it to its place of storage.

2. Turn off the computer.

3. Turn off the monitor.

Tandy 1000: Working With Your Computer

TURNING ON THE SYSTEM:

1. Place the disk in the computer's disk drive with the label facing facing up. (If there are two disk drives, place the disk in the one on the bottom.) Close the door of the disk drive.

2. Turn on the monitor.

3. Turn on the computer. In several seconds, you will see the red light on the disk drive light up and you will hear the disk drive spinning.

4. The SUNBURST logo will appear, followed by the opening screen.

5. Follow the instructions in the program.

6. If at any time during the program you want to stop, hold down the CTRL (Control) key and press the E key.

TURNING OFF THE COMPUTER:

1. Remove the disk from the disk drive and return it to its place of storage.

2. Turn off the computer.

3. Turn off the monitor.

Working With Your Muppet Learning Keys

Installing the Muppet Learning Keys

1. Plug the Muppet Learning Keys into the joystick port on the back of the computer. If you using an IBM PCjr., use joystick port A.

   If you are using an Apple II+ with 64K, you'll need an adapter. Plug the adapter into the joystick socket inside the computer, then plug the Muppet Learning Keys into the adapter.

2. Follow the steps necessary to turn on your computer and start the program. (For assistance, see pages 88–91.)

3. If you are using the Apple, hold down the CTRL (Control) key and press the T key when the main menu appears. Select CHANGE INPUT DEVICE and then select the Muppet Learning Keys.

Note: *If you want to stop at any time during a game, press the ZAP button. Pressing ZAP returns you to the main menu.*

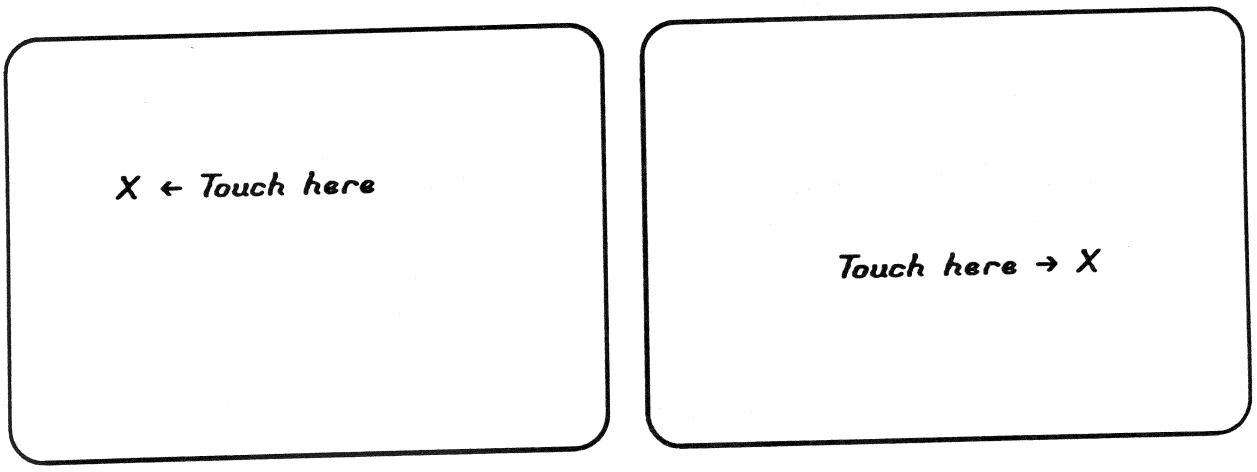
Working With Your Touch Window

Installing the Touch Window

1. Plug the Touch Window into the joystick port on the back of the Apple IIe, IIc or IIGS.
2. Use the materials provided to attach the Touch Window to your monitor.
3. Follow the steps on pages 88–91 to turn on your Apple and start the program.

Operating the Touch Window

The Touch Window is a portable, transparent touch screen that attaches to a monitor with adhesive backed hook and loop strips. (The teacher selects the Touch Window option by using the Change Options. See page 25.) If you are using the Touch Window, you will be asked to touch one X and then another. This allows the program to adjust to the exact size of your monitor and to your position.



It is important that the students sit directly in front of the monitor in the position they will work from when beginning. It is helpful to have a good chair that does not swivel or slide too easily. If a student begins in one position and then moves a great deal to one side or the other, the screen will not respond accurately to the touch. Should this happen, press one of the buttons on the lower edge of the window, or hold the CTRL (Control) key down while you press the E key and start again.

If you want to stop at any time, press one of the buttons on the lower edge of the window, or hold down the Control key while you press the E key.

"What Happens If...?"—SUNBURST Courseware and Warranty

What happens if **a program will not load or run?**

Call us toll-free at (800) 628-8897 or call collect (914) 747-3310 and we will send you a new disk.

What if **I find an error in the program?**

We have thoroughly tested the programs that SUNBURST carries, so we hope this does not happen. But if you do find an error, please note what you did before the error occurred. Also, if a message appears on the screen, please write the message down. Then fill out the evaluation form, or call us with the information. We will correct the error and send you a new disk.

What happens if **the courseware is accidentally destroyed?**

SUNBURST has a lifetime guarantee on its courseware. Send us the product that was damaged, and we will send you a new one.

How do I **stop a program in the middle** to go on to something new?

This program can be ended at any time by holding the Control key and pressing E or Q. To change disks, select the Exit option on the menu and insert a new disk.

Can I **copy this disk?**

The material on the disk is copyrighted. You **should not** copy the disk.

Can I **take this disk out of the computer** after the program has been loaded and put it into another computer?

No, the program must access the disk for each activity.